DOCUMENT RESUME

ED 292 703 SO 018 620

AUTHOR	Beach, Richard, Ed.; And Others
TITLE	Teaching Canada: A Newsletter for Teachers. Volume 4, Numbers 1-3, 1985-1986.
INSTITUTION	State Univ., of New York, Plattsburgh. Coll. at Plattsburgh. Center for the Study of Canada.
PUB DATE	86
NOTE	34p.
AVAILABLE FROM	Center for the Study of Canada, State University of New York, Plattsburgh, NY 12901.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Collected Works - Serials (022)
LANGUAGE	English; French
JOURNAL CIT	Teaching Canada; v4 n1 Fall 1985 n2-3 Win-Spr 1986
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Area Studies; Audiovisual Aids; Cultural Awareness; Cultural Education; *Cultural Exchange; *Curriculum Development; Foreign Countries; *Intercultural Programs; International Relations; Learning Activities; *Multilingualism; Puzzles; Resource Materials; Secondary Education
IDENTIFIERS	*Canada

ABSTRACT

Offering varied and diverse information resources to assist in teaching about Canada, this publication contains facts on scholarship availability, student essay writing contests about U.S./Canadian related topics, and analyses of those issues affecting relations between the two countries. Crossword puzzles for classroom use utilize current events and historical data about Canada and the United States. Recent publications, teaching cassettes, and audiovisual materials are reviewed. Each issue contains articles designed to help teaching, as well as a regular French language feature. Notices of meetings, seminars, and workshops for teachers and travel and study opportunities in Canada are included. (NL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED292703

TEACHING CANADA:

A NEWSLETTER FOR TEACHERS

VOLUME 4 NUMBERS 1-3

Center for the Study of Canada
State University of New York
Plattsburgh, NY 12901

SO018620

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard Beach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

TEACHING CANADA
A NEWSLETTER FOR TEACHERS
fall 1985

inside: the winning essay in 1985

FOURTH ANNUAL ESSAY CONTEST BEGINS

The fourth annual Canadian Studies Essay Contest for high school students is underway in New York State. The contest is sponsored by the Canadian Institute of International Affairs and directed by the Center for the Study of Canada, SUNY Plattsburgh. Two thousand dollars in prize money will be awarded to nine winners and their schools. Cash awards of five hundred, two hundred fifty and one hundred dollars will go to the top three essayists, and six honorable mention prizes of twenty-five dollars each will also be awarded. A matching cash award in each prize category will be given to the school of each contest winner to be used for the purchase of books, materials and supplies in support of the Canadian Studies program. The three top prize winners will receive their awards in June at a special awards banquet in New York City. Parents and the sponsoring teachers will also be guests of the CIIA for the festivities. The featured speaker at this year's banquet is Canada's Ambassador to the United Nations, the honorable Stephen Lewis.

The contest is sponsored each year in order to promote interest in the study of Canada in schools in New York State and to encourage students, teachers and parents to participate in a Canada-oriented activity. Additionally, it is hoped that the contest will promote and encourage original expository writing and help foster the ideals of global education. The contest is open to public and private school students in New York who are enrolled in, or who have completed, a course in Canadian Studies (or a course with significant Canadian content, including French language courses which contain a unit on French Canada.)

The theme of this year's contest is *Canada's French Fact.* This should encourage students to discover, to explore and to write about some aspect of the French-Canadian experience. The theme offers the student a wide range of approaches. Some students may wish to focus on cultural differences and to describe the ways in which the existence of the French-Canadian culture con-

continued on page 2

NEW TEACHING STRATEGIES - RESOURCES GUIDES BEING DEVELOPED THIS YEAR

Two curriculum projects for use in secondary schools have been announced by the Center for Study of Canada, SUNY Plattsburgh. The projects are being undertaken to help teachers update their Canadian Studies materials and to deal with the new emphasis on Canada in the 7-8 program in New York State.

1. The **Canadian Studies Teaching Strategies and Resources Guide,** developed in 1978 to accompany the Grade 12 syllabus will be revised and made more current for continued use in Senior High School elective courses.
2. A new teaching strategies and resources guide is being prepared to help Junior High School teachers add Canadian content to their courses in American history. The guide is being designed to accompany the new 7-8 syllabus in New York State. The syllabus contains numerous references to Canada (and Mexico) in order to encourage the presentation of American History within a more hemispheric context. The guide is aimed at providing teachers - who may never have studied Canada themselves - with some relevent background information and teaching strategies they can use in their effort to pursue the goals of the syllabus. The new guide will be ready for the implementation of the new 7-8 syllabus. It will be published by the Center for the Study of Canada, SUNY Plattsburgh in cooperation with the New York State Council for the Social Studies.

in this issue

news
- fourth annual essay contest underway — page 1
- curriculum materials in development — page 1
- tuition scholarship at SUNY Plattsburgh — page 2

features
- *le coin français* — page 3
- the winning essay in 1985 — page 4
- a fifth grader visits Canada — page 6

canada update
- changes in Ontario, Quebec and Alberta — page 8

Full tuition scholarship offered at SUNY Plattsburgh

The Center for the Study of Canada is pleased to announce that, through the generosity of NORTHERN TELECOM LIMITED, a large Canadian Multinational Corporation, a full tuition scholarship will be awarded to an incoming freshman student planning to major in Canadian Studies or to enroll in the new major in French-Canadian Language and Culture. Applicants planning to combine Canadian Studies with other disciplines such as International Business, Economics, Political Science, French, etc. are especially encouraged to apply. At least one Northern Telecom Canadian Studies Scholarship will be available each year beginning in the fall semester, 1986. It will provide for full SUNY tuition during the freshman year and, if a satisfactory academic record is maintained, half of all tuition costs during the sophomore, junior and senior years.
Application procedures and selection criteria follow:

- Students must apply and be accepted to attend SUNY Plattsburgh through normal channels (i.e., through the Office of Admissions).
- A minimum of 85% senior high school average and combined S.A.T. scores of at least 1000 are expected.
- Candidates must submit to the Center a three page, double spaced statement indicating why they feel it is important for citizens of New York State to have an informed knowledge of Canada. The essay should also explain how the study of Canada will be of value during the candidate's undergraduate education and career.
- Students must agree to enroll in the Canadian Studies as a major or to combine Canadian Studies with another cognate discipline such as International Business, Economics, Political Science or French.
- The application deadline is March 15; decisions will be made by April 15, 1986.
- Financial need is not a criterion.

Students who attend SUNY Plattsburgh have the opportunity to participate actively in the most comprehensive undergraduate Canadian Studies program in the United States. More than ten courses on Canada are offered each semester in all the major disciplines of the humanities and the social sciences. Under the auspices of the Center, students will also be able to study at major Canadian universities for a semester or a year with full credit transfers to Plattsburgh guaranteed; the costs, moreover, are approximately those of attending Plattsburgh. Numerous events on Canada are regularly scheduled on campus including an annual Canada Day and Festival Quebec. The Center organizes on a regular basis field trips to major Canadian cities at extremely reasonable cost. Students are also encouraged to become involved in Club Canada, a very active student organization. All students majoring or minoring in Canadian Studies at Plattsburgh are eligible for numerous partial scholarships offered each semester through the generosity of other major Canadian Corporations, such as Phillips Cables Ltd., Brascan Ltd., Hiram Walker, Ltd., and Imasco Ltd., all interested in promoting a better understanding of Canada in the United States. These scholarships are worth $350.00 each (U.S. funds).

For details on any aspect of Canadian Studies at SUNY Plattsburgh, including our scholarship program, please call or write the Center (133 Court Street, Plattsburgh, New York, 12901. Phone: 518-564-2086).

ESSAY CONTEST from page 1

tributes to a unique Canadian identity. Students with an historical interest may write about some of the differences which have divided the French and English communities during Canada's past and what issues remain to be addressed in the future. Other students may wish to examine French-Canadian Culture within its own context, perhaps exploring some of the ways in which French-Canadians have attempted to preserve their language and culture for future generations. Teachers should remind their students that not all French-Canadians live in the Province of Quebec and that the French-Canadian experience goes beyond Quebec provincial politics or political movements organized around the issue of independence.

The contest deadline is March 31, 1986. Winners will be notified during the first week of May.

---

comment

The future of Social Studies electives in the State of New York

by Jack Hotchkiss

Jack Hotchkiss, was an Associate in Social Studies Education, New York State Education Department until his retirement this past summer. He has played an active role in the development of Canadian Studies syllabi and instructional materials.

Probably no other event in New York State education during the last thirty years or so has stirred as much interest and discussion as the Regents Action Plan. This massive, dramatic effort to upgrade education in the State has brought about reactions of enthusiasm and apprehension such as we have not witnessed for quite a spell. Virtually every aspect of elementary and secondary schooling is affected and I can say, independently, since I am no longer a spokesperson for the Department, that I sincerely believe that the Action Plan is a very worthwhile undertaking in most respects and should have a positive impact on our schools for some time to come.

Getting down to cases and, specifically, to the main purpose of this article, what does the Regents Action Plan portend for the future of Canadian Studies? Insofar as the elementary sector is concerned, the Ac-

continued on page 5

LE COIN FRANÇAIS edited by Thomas Ham

Bonne rentrée! Nous voilà déjà de retour à l'école après un été plein, plein, plein d'activités pour mieux vous servir. Le deuxième Institut Candien-Français pour la Langue et la Culture à SUNY Plattsburgh s'est très bien déroulé et il y a maintenant un autre groupe d'une trentaine de profs de français américains qui connaissent bien mieux le Québec au'avant. Comme on est venu de partout! Il y avait des participants des Etats de Hawaii, Californie, Washington, Montana, Nevada, Arizona, Mississippi, Floride, Wisconsin, et même du Panama! Evidemment, les états de l'est étaient aussi très bien représentés, mais la "Québécisation" se fait un peu partout maintenant.

Nous avons même des "éditeurs régionaux" pour LE COIN FRANCAIS. Si vous voulez partager vos idées avec un "voisin", vous pouvez vous mettre en contact avec une des personnes suivantes:

Mme Susan Redd
1637 Hickox Rd.
Mount Vernon, Washington 98273

Mme Jacqueline Ryan
210 Washington St.
Bath, Maine 04530

Mme Margaret Summersgill
1106 N. Windomere
Dallas, Texas 75208

M. Thomas Ham
29 Pleasant St.
Potsdam, N.Y. 13676

Nous avons reçu une idée aussi de M. Alton B. Earle qui enseigne le français au Brown Jr. High School à Newton Center au Massachusetts. M. Earle nous écrit, "J'ai trouvé des séries de matériel dont une cassette, un film fixe (pour projection) et un manuel en anglais. Ils traitent de la vie historique et contemporaine en ce qui concerne la culture, l'art, la religion, les mouvements politigues, la géographie, et l'architecture qui se sont dévéloppés dans la ville de Québec aussi bien que dans la province de Québec depuis l'arrivée de Champlain en 1608."

Malheureusement, continue M. Earle, il y a "peu ou rien de suite pour renforcer le contenu. Par conséquent, j'ai dévéloppé trois suppléments à employer d'après le besoin. Il est possible de les utiliser:

1. uniquement comme examen
2. à faire passer avant de montrer aux élèves les points les plus saillants à en tirer
3. a faire refaire comme vrai examen
4. comme base pour une discussion en classe
5. comme point de repère pour une brève thèse de recherches
6. comme devoirs à faire de mémoire à la maison
7. comme toute combinaison ci-dessus

Mes classes durent cinquante minutes chacune. C'est ainsi que j'ai l'intention de choisir trois mois consécutives et une fois par mois je vais, d'abord, montrer le film fixe avec la cassette et pendant les vingt-cinq minutes qui restent je vais utiliser la série de questions comme il me semble efficace, soit comme examen soit comme discussion en classe ou comme devoirs à faire chez soi."

Pour avoir encore de détails sur ce projet, vous n'avez qu'à écrire à M. Earle à Brown Jr. High School, 125 Meadowbrook Rd., Newton Center, MA 02159.

Connaissez-vous les magazines québécois? Comme chez nous, il y a un peu de tout pour tous les goûts. Mais ce n'est pas seulement pour le plaisir que les profs de français commandent les magazines! Nos élèves peuvent tellement en profiter et nos classes deviennent beaucoup plus vivantes avec de tels matériaux. Parlons de quelques-uns d'entre eux:

L'ACTUALITE, publié par Maclean Hunter Limitée, est, comme indique son titre, un magazine d'informations actuelles, mais d'une assez grande profondeur. Il traite des sujets tels que la médicine, l'architecture, la politique québécoise, canadienne, et internationale, la réligion, les sports--enfin un peu de tout pour mieux vous informer de l'état actuel du Québec. Il comprend aussi beaucoup d'annonces publicitaires et un mots-croisés "L'actualité" qui intéressent l'élève un peu avancé.

Pour s'abonner à "L'actualité" il faut envoyer $26 CDN (pour un an) à:

L'Actualité
Service d'Abonnements
1001 ouest, boul. de Maisonneuve
Montréal, Québec, Canada H3A 3E3
(514) 845-5117

Pour bien attirer l'intérêt des jeunes Américains, il n'y a rien comme le magazine QUEBEC ROCK. C'est un magazine d'une qualité exceptionnelle qui connaît vraiment le goût des jeunes Nord-Américains. La plupart des groupes "rock" sont aussi bien connus au Québec qu'aux Etats-Unis mais il y a aussi des musiciens québécois que nos élèves arrivent à connaître à travers les pages de QUEBEC ROCK. Et bien que plusieurs groupes chantent en anglais, les articles dans ce magazine sont tous en français! Et d'un langage assez courant.

Pour avoir un abonnement, écrire ou telephoner à:

Quebec Rock
Service des abonnements
Informatique Rive-Sud
C.P. 70, Succ.
Longueuil, Québec, Canada H4K 4Y3
(514) 525-2531

Aux Etats-Unis, le prix est $34 CDN par année.

IN THE WINTER ISSUE...

...Canada's holidays
...free materials for teachers
...the Quebec election
...summer '86 workshops

1985 essay contest winner

Canada and the US: Different Roads to Democracy

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked...as far as I could
To where they bent in the undergrowth...

Two roads diverged in a wood, and I -
I took the one less traveled by
And that has made all the difference.

The Road Not Taken
Robert Frost

If the United States and Canada are so similar, how can their political institutions and traditions be so different? The two countries occupy the same continent, speak the same languages, were once sister colonies of the same mother nation. Both created federalist governments and are constitutional democracies. Both are led by one of two dynamic individuals who share many of the same titles and have many of the same powers and responsibilities. The ideologies of the two countries are more than similar; they overlap.

A superficial glance at the two governments would reveal a few superficial differences; an in-depth view would realize many important dissimilarities. The ways each became a free nation and established government is different. The ways the two leaders are placed in office and operate are very different. The legislatures are different. There are differences in the political institutions (the role of the cabinet), the political customs and traditions ("political parties"), and the actual methods of politics (the differences in the political campaigns) of the two countries. Even though both are federal democracies based and run in very similar ways, there are many differences to be found on all levels of the two governments.

The United States and Canada were both British colonies, but the way in which the United States separated from Britain is quite different from the way in which Canada did. The United States won its autonomy through a very bloody revolutionary war, while Canada gained its sovereignty peaceably from the British Statute of Westminister of 1931.

Up until a few years ago the constitution of Canada remained in Britain, amendable only through the British Parliament. The Constitution is a British Act of Parliament (called the British North America Act), and even though Canada became a sovereign country in 1931, Canadians did not have the power to amend it until a majority of the provinces approved an "amending formula", in 1981. The BNA Act and its amendments are the essential groundwork for the government of Canada. Modeled after the British system, the document creates a parliamentary democracy, dividing Canada into 10 provinces and 2 territories. It also establishes a central federal government given all the powers not specifically allocated to the provincial governments.

The United States Constitution was drafted at a time when Americans wanted a step away from strong government. Nevertheless, the document has proved to be strong, surviving over 200 years of change. It established a federal government in the United States: a three branch central government and 50 cantonal governments are the result today. Legislative, judicial, and executive branches of the central government work together (and sometimes opposed) to insure that everything runs smoothly and fairly.

Unlike the BNA, all powers not specifically assigned to the federal government are delegated to the states -a step away from strong central government. The state governments are set up as little replicas of the larger government (similar to Canada) - each with its own three branch government.

Both countries are "run" by one of two important individuals - Canada's "Prime Minister", and the United States' "President". Many of the titles and responsibilities they hold are the same; nevertheless, they certainly have different roles in their governments.

Canada is a parliamentary democracy. The leader of whichever political party has the most members in Parliament becomes the Prime Minister. Members of parliament are elected only by the people of one district (or "riding"). Because of this, in the recent election, Brian Mulroney was elected by only a fraction of the people of Canada though he represents them all.

In Canada, elections may occur at any time. Whenever the Prime Minister loses the "confidence" of Parliament, he is asked to resign and shortly thereafter an election is held. The leader of the party with the most seats in Parliament becomes the next Prime Minister. For this reason (as well as Canadian law), campaigns are **very** short compared to the United States.

The Prime Minister, unlike the President, is simultaneously leader of the executive branch and leader of the legislature, enabling him to pass just about any legislation he wants. Similarly, the members of his cabinet are both heads of executive departments and members of Parliament. The Prime Minister cannot function without the support of his party and Parliament; if he loses their support he loses his job.

The President of the United States is elected by all of the people of the United States. Every citizen (who qualifies and wants to) casts a vote. Whichever candidate receives the most votes becomes the next President. (Actually, their votes are channeled through the "Electoral College" which was created as a safety valve. Should the people vote for an idiot as president, this "college" would make sure he was not elected. For the most part, and now absolutely, this "college" has voted with the peoples' choice.)

The campaigns of presidents sometimes last not months, but a full year. This is because there is a four-year term of office, and candidates know precisely when and how long to run their campaigns.

In the United States, there is a very definite separation between the executive branch and Congress. The President and his Cabinet may **not** be members of Congress. This limitation forces the President to ask someone to introduce his legislation for him, and to live with any changes Congress may administer. This system (much different for Canada) allows the president to function without the support of Congress. It also makes possible the situation that exists today: a Republican President must pass his legislation through a Democratic majority in one house of Congress.

In both the Canadian House of Commons and American House of Representatives, seats are awarded by population. The more populous the province or state, the more members it is awarded. The House of Commons is where most of the Legislative power of Canada is centered. In the United States the power is split between the Houses and the Senate.

The two legislatures operate essentially the same.

Both serve the same purposes, accomplish the same goals, and basically operate under the same rules of order. However, many small technical differences exist (filibustering, Standing Orders, parliamentary convention, the way a bill becomes a law, arrangement of seats, etc.). One major difference is the recognition of opposition. In Canada the "opposition party" (largest non-governmental party) is recognized, given certain days on which it has certain privileges and allowed certain opportunities. This is something not found in the United States Congress.

Both legislatures are bicameral. However, the Senate of Canada has been "removed from the mainstream of politics". Its members are appointed by the government, and must retire at age 75 (the members of both Houses in the United States are elected for a designated term). The Canadian Senate was created equal to the House, but its influence deteriorated and many people are considering abolishing it. One of the functions that it serves, however, resembles a function of the Supreme Court of America. The Senate "weeds out" the bills that are irresponsible or unconstitutional from the work of the House. This function is similar to the "judicial review" of the Supreme Court in the U.S..

There are many differences between the basic political philosophies of the two countries - titles of officials, differences in bureaucracy and "procedural" matters, the abilities required to become president as opposed to prime minister, types of campaigns, the roles and function of courts and governmental agencies, etc.

A few more important differences also exist - the evolvement of extra-constitutional institutions (judicial review, the development of political parties, nominating conventions, and others), the step that the United States government took away from Britain as opposed to the step that Canada took towards Britain, and the fact that in the United States there are only two political parties while in Canada, the existence of a multi-party system is encouraged, even necessary. Each country has its own basic political philosophy incorporating many differences, "written" as well as "unwritten".

The Canadian and American systems of government and politics are remarkably similar. Both are constitutional, federal, and very much strong democracies. They encounter the same problems and accomplish many of the same goals in many of the same ways. Both were once part of the same country (certainly a fact that would tend to make countries similar), and both countries occupy the same landmass and sport many of the same customs and traditions.

The two countries are also remarkably different. The two political philosophies, the two legislatures, the two constitutions, the two leaders of the countries and their responsibilities, and the two political "pasts" and political "presents" are often very different.

Canada and the United States have taken different "roads" to democracy, but for much of the way we have shared the trail. We have climbed the same hills and encountered the same "potholes". We have merely devised separate ways to climb, to cross and to "fill" them.

by John Washbourne
Beekmantown Central School

COMMENT from page 2

tion Plan does not alter the revised K-6 social studies program activated in 1982. While Canadian Studies materials can have application at various grade levels (for example, the northern and border communities, in their 4th grade studies of local history and local government, students can learn about the movements of peoples in both directions), the ideal grade level for the substantial study of Canada will continue to be the 5th grade, with its design of the Western Hemisphere as part of the Atlantic and Pacific communities and with the disciplines of economics and geography dominant, but not exclusively so. The newly released joint publication of SED and the Center for the Study of Canada, SUNY, Plattsburgh, *Canadian Studies: Syllabus & Resource Guide for Elementary and Junior High School Teachers,* was originally conceived as having its main application at the 5th grade level. But thereby hangs a tale (or a tail, if you prefer, since the cover shows an illustration of a beaver).

The 7-12 social studies revision now being developed will affect some very logical changes in the 7th and 8th grade programs. For instance, New York State and United States studies will now be integrated over a two-year period, rather than appearing as separate one year courses. Also, social history will be much more in evidence that ever before. And the design calls for appropriate references to Canada, Mexico and the Caribbean for purposes of continental and hemispheric context. While it cannot be said that Canada is central to the new program, it is significant. After this design had been hammered out, it was decided to aim the new Canadian Studies publication at the junior high school sector in addition to the elementary sector; hence, the subtitle was revised to reflect this intent. The volume will be of very considerable use to the teachers of 7th and 8th grade, especially in the areas of social history and the growth of governmental institutions and patterns. There is enough material in the publication so that repetition of content between 5th grade and 7th/8th grades should not be a problem if there is good coordination and articulation at the local district level.

Now to the matter of the upper secondary level. You may have heard it said that the 4th year requirement of a semester of Economics and Economic Decisionmaking and a semester of Participation in Government will result in the demise of the 12th grade electives in some schools, perhaps many schools. But there are some mechanisms within the Action Plan that should help Canadian Studies and other electives survive. First, the Action Plan will enable districts to have a 5-unit sequence in subjects for which it has not been possible heretofore, including social studies. In other words, if your district opts for a 5-unit sequence in social studies (as we hope many districts will), there will be nothing standing in the way of a continued offering of Canadian Studies and other electives, provided there are sufficient sign-ups to make a given course viable (a local decision). Second, some students (probably not many) will be able to "test out" of Economics and/or Participation in Government by some means of demonstrating an already acquired proficiency. Exactly how this will be done has not been determined yet, but a procedure will be developed. Those students for whom either or both of the required 12th grade courses will be waived may pursue completion of the 4th year requirement through electives such as Canadian Studies. So, the programs carefully nurtured over the years can and should survive in very many districts. Frankness, however, does require an awareness that there will be some casualties. Let's hope that they will be few in number.

...from the journal of Amy J. Lawson

Wow, was I excited when Mom, Dad, and I boarded our train at Poughkeepsie, New York! We were headed for a week in Canada.

Earlier in the year we had learned a lot about this country in my fifth grade class. I wondered what I'd see and what my feelings would be. When we finally got there, I found I wasn't disappointed!

The train ride was rather interesting. The thought that we were getting nearer and nearer to our northern neighbor was almost overwhelming. After eight hours on the train, Montreal came into view. My mind buzzed with excitement.

And the train station...Wow! It was connected to the hotel by a huge underground mall with lots and lots of stores. There were clothing stores, bookstores, computer stores, restaurants, gift shops, banks, post offices, all kinds of stores. As a result, I could walk around and buy anything without ever going outside. Of course, there were exits that led to the streets. We finally dropped our bags off at the room and went on our way for a late dinner.

Next day was reserved for sightseeing. Montreal, I discovered, is one of the nicest cities in Canada. It's really clean...no graffiti, no trash, and no bugs, not even a fly! It's hard to imagine. I knew it would be clean, but I didn't expect that, and I loved it! For instance, in both Montreal and Quebec City, most of the restaurants open the windows that are in front of the tables. The windows don't even have screens. People on the sidewalk can look in at you as you eat. I didn't like that much, though. The French food was delicious. (That was to be expected.) Crepes, French bread, everything was YUM!

Montreal is also a modern city. Skyscrapers line many streets. People dressed in flashy shirts. One very interesting thing we saw was a Picasso painting exhibit at a museum. There were many of his paintings there. I like that best in Montreal.

After a two day stay, we rented a car and drove northeast along the St. Lawrence to Quebec City. I didn't think the ride would be that long, but it was worth it.

The *Chateau Frontenac* was immediately recognized. (The green roof did help.) Then we focused on finding a place to stay. After looking in what turned out to be the City Hall and the magnificent Chateau itself (which had no vacancy at all) we discovered a rather cozy old hotel two blocks away.

After we ate dinner, we wandered over to a parking lot where horse and buggy rides were given. We took a beautiful, long ride all around old Quebec. We saw lots of pretty places, parks, historic buildings, and other points of interest. It was very nice.

Next morning we saw a show which was a diorama of some important battles between the French and English. That was REALLY neat! After learning something about that, we took a tour of the historic fort designed to protect Quebec City from enemies coming up the St. Lawrence River.

Below that, the Terrace stretched for about a quarter of a mile (314 steps, anyway). We walked along until the end where we looked at the view, took some pictures, and retraced our steps to a restaurant. We finally had to leave that beautiful city, return to Montreal, and then home sweet home.

I really enjoyed our vacation very much. I'd like to go back again, and again, and again. It was all I expected and more. If I do go back, I know I can see lots of different things. I could go five times and still not see everything.

I'm so glad the Canadians are our friends. If they weren't, one of the greatest countries in the world wouldn't be on my list of favorite places to visit. But I'm so glad it is!

Amy Lawson is a former fifth grade student of Canadian Studies at Overlook Elementary School, Arlington School District, Poughkeepsie, N.Y. Journal writing was an integral part of her Canadian Studies this Spring. As a result, she thought it appropriate to write a journal entry about her visit to Canada last Summer.

CANADA UPDATE from page 8

election, which will be held on December 2, in the winter issue of **Teaching Canada.**

ALBERTA: One of the most successful, popular and powerful provincial politicians in Canadian history, Peter Lougheed of Alberta, announced his resignation as premier and as leader of the Conservative Party this June after nearly two decades in politics. Mr. Lougheed, whose party holds 75 or 79 legislative seats, will remain a member of the Legislature until the end of the year. His immediate plans are to return to the private sector.

Mr. Lougheed became Conservative leader in 1965 and inherited a party that had no seats in the Legislature. He and five other Conservatives won seats two years later and, on August 30, 1971, the Conservatives ended 36 years of Social Credit rule and took power. He has since led his party to four successive election victories, increasing his majority each time. In his 14 years in office, Mr. Lougheed moved boldly, pressing for higher prices for oil and gas and raising provincial royalty rates.

A leadership covention was held this October and Donald Getty, a 52 year old oil man and former quarterback of the Edmonton Eskimos, was selected, and thus becomes Premier of the province as well as head of the party.

CANADA AND THE UNITED STATES ON THE THRESHOLD OF FREE TRADE DISCUSSIONS

Canada and the United States are about to embark upon what could prove to be the most important economic negotiations of this century. Free trade talks are in the air, and in Canada at least, it is a topic of interest, and in some instances concern, for labor groups, provincial governments, business and indeed every segment of Canadian society. Simon Reisman, a much respected and experienced Ottawa diplomat and civil servant, has recently been appointed Canada's chief negotiator for what should prove to be long and intense discussions. Whatever the outcome, we will all be affected, be it the price we pay for Canadian electricity or lumber, or what Canadians pay for our textiles and computers. *NOTE: Canada and the United States are by far each others most important trading partners. For example, in 1984, 76.3% of all Canadian exports went to the U.S. and 72% of Canadian imports came from the U.S. The trade balance in Canada's favor was 19.8 billion dollars (Canadian). On the other hand, more than 20% of all U.S. foreign trade is with Canada, which is more than double that of our next closest trading partner, Japan.*

TEACHING CANADA PHOTO CONTEST #4

With this issue, we continue our increasingly popular photo contest. Once again, we challenge students to identify something Canadian--the symbol above. Entries for contest number four will be accepted until February 1, 1986. The first four correct entries randomly drawn from all those submitted, will receive with our compliments an attractive book on Canada.

1. Students enrolled in or who have completed a Canadian Studies unit are eligible. (In New York State this would include students in grades 5, 7, 8 and senior high, and others if substantiated.)
2. Only entries submited on the form below (or on a Xerox copy or facsimile) and which provide **all** the information requested, will be accepted.
3. Entries must be printed and contain no spelling errors.
4. One entry per student, please.

All winners will be notified by mail and recognized in the next issue of *Teaching Canada*. Good Luck!

PLEASE MAIL ENTRY TO:
Teaching Canada Photo Contest #4
Center for the Study of Canada
SUNY Plattsburgh
Plattsburgh, New York 12901

ENTRY FORM

Student's Name:_____

Age:_____

Grade level:_____

Name of School:_____

School Address:_____

_____

Teacher's Name:_____

1. Identify the symbol above (do not use abbreviations)

_____

TEACHING CANADA
FALL 1985 volume 4 number 1
Published three times each year by the Center for the Study of Canada at the State University of New York, Plattsburgh.
Editors: Richard Beach and George Sherman

TEACHING CANADA welcomes letters, articles of interest, or announcements from our readers. Material should be typed and double spaced. Advertisements for books, periodicals or other materials and supplies of interest to teachers of Canadian Studies are also welcome. RATES: ¼ page (½ column) $50; 1/8 page (¼ column) $25.

canada update

people and events making news in canada

Major Political Changes in Ontario, Alberta and Quebec

by Richard Beach

During the past several months, three of Canada's most influential provincial politicians have resigned and returned to private life. This follows on the heels of Pierre Trudeau's resignation last year. As a result, four titans of the 20th century are no longer a part of Canada's political landscape. Below is a brief synopsis of political events which preceeded and have followed these announcements.

ONTARIO: William Davis, the undisputed leader of the Ontario Conservative Party and Premier of the province since 1971, announced early this year his intention to retire from politics. He was a popular and extremely successful politician whose easy going, avuncular style camouflaged the skillful and influential role he played, not only in provincial, but also in Canadian politics as a whole. Frank Miller, an experienced, loyal "Tory" who does not possess Davis' quiet charm, was elected the successor in February, thus becoming Ontario's 19th premier. Miller immediately called an election for May 2. In a stunning upset, the seemingly invincible Conservatives failed to win a majority of seats. A close second in the election were the Liberals, with the New Democratic Party (NDP) holding the balance of power. Subsequently, Liberal Leader David Peterson, after weeks of backroom maneuvering, formed a minority government with the NDP promising their support for at least two years. This marked the end of 42 consecutive years of Tory "rule" in Ontario.

Many blamed the electoral defeat on Miller, claiming he failed to unite the party after the hard-fought leadership race and that he ran a lackluster election campaign. Not unexpectedly, Mr. Miller announced his resignation as leader of the provincial conservatives in late August, after 7 months in the position. Another leadership convention was held in mid-November and Larry Grossman, the man who came second behind Mr. Miller last February, was elected in a very close contest. He will now serve as opposition leader in the provincial government.

QUEBEC: The month of September marked the end of an era in Quebec with the resignation of René Lévesque, 62, as Premier of the province and leader of the *Parti Québécois*. First as a dynamic, progressive but enigmatic force in the Lesage Liberal Government during the early 1960's, and subsequently as founder and first and only leader of the independence-oriented *Parti Québécois*, René Lévesque more than anyone else epitomized the new nationalist sentiments in Quebec since the beginning of the so-called Quiet Revolution twenty-five years ago. He was viewed by many as the person who could and would lead the province on the road to independence. Unlike the suave William Davis in Ontario and the impeccable Peter Lougheed of Alberta--two other powerful provincial politicians and his contemporaries--this sometimes disheveled, always chain-smoking little man aroused passions in people as few others have done in Canadian history.

Despite all of his best efforts and even after the surprise election victory of his party in 1976 (with a promise that independence would be undertaken only after a referendum and not as a result of the election), René Lévesque was unable to achieve his goal. This was made clear in the historic referendum held in 1980, when a convincing majority of Quebecers, both English and French speaking, rejected a call for political sovereignty. Lévesque, always the democrat, accepted the decision and reoriented his party much more toward the principles of social democracy and "good government," and away from a preoccupation with the nationalist question. His departure from the political scene, many argue, removes the only personality capable of keeping together the numerous disparate groups which comprise the eclectic *Parti Québécois*.

In a leadership covention held in late September, Pierre-Marc Johnson, 39, a debonair doctor and lawyer, and son of a former provincial premier, was elected convincingly to succeed Mr. Lévesque. Johnson's approach and style are totally different from that of his mentor. The independence issue has been put on the back burner--some would argue it is off the stove entirely--and economic and social issues are being stressed, much to the chagrin of the hard liners, many of whom have already left the party in protest.

Like Frank Miller in Ontario, the new party leader announced a provincial election soon after he took over the party leadership. His opponent is Robert Bourassa, a former Liberal Premier during the early 1970's. Mr. Bourassa emerged several years ago from political oblivion to run successfully once again for the leadership of the Liberal Party from which he had resigned after his election defeat at the hands of Lévesque and the PQ in 1976. We will report on the results of this

continued on page 7

Center for the Study of Canada
State University of New York
Plattsburgh, NY 12901

U.S. POSTAGE
PAID
Permit No. 1
Plattsburgh, N.Y. 12901
non-profit organization

TEACHING CANADA
A NEWSLETTER FOR TEACHERS
winter 1986

inside: summer teacher workshops

CANADA AND THE K-12 SOCIAL STUDIES CURRICULUM : WHERE IT FITS, AND HOW

Students who graduate from high school in New York State during the next decade will probably know more about Canada than any group of graduates before them. The new emphasis on Canada in their curriculum is part of an increased emphasis on Global Education which cuts across all grade levels in the new Social Studies program in New York.

Students can encounter Canada at three different grade levels. In grade five, a multi-disciplinary look at the country and its people is a major unit in the new grade 5 syllabus. The State Education Department has recently completed its mailing of the *Canadian Studies Syllabus and Resource Guide for Elementary and Junior High Teachers* prepared in cooperation with the Center of the Study of Canada, SUNY Plattsburgh.

The new grade 7-8 syllabus in American history is written in such a way as to present the history of the United States in a more hemispheric context by integrating Canadian (and Mexican) history at appropriate points in the two year chronological study. Middle school students will have the opportunity to learn that the goals of the American revolution were not embraced by *all* North Americans in the eighteenth century, and that the traditions of New France and the immigration of thousands of loyalists from the original thirteen colonies played a significant role

continued on page 2

WORKSHOPS RESPOND TO NEW INTEREST

The new emphasis on Canada in the Grade 5 curriculum and the inclusion of Canadian history references in the new 7-8 syllabus has sparked an unprecedented interest in Canadian Studies across New York State. Requests for day-long workshop presentations have been coming into the Center for the Study of Canada at SUNY Plattsburgh almost every week. The New York State Council for the Social Studies Convention this spring will feature no fewer than three workshop sessions on Canada and for the first time in its history the fourth annual Global Education Conference sponsored by the Long Island Council for the Social Studies will feature workshop sessions on Canada.

The workshop team from SUNY Plattsburgh presented two all day regional workshops this fall. The first, on October 4th, was held at Queens College and was sponsored by the college's Training and Resource Center for Economic Education. More than seventy elementary and secondary school teachers attended. The second, in Syracuse, was held on December 7th and sponsored by the Central New York Council for the Social Studies. Nearly eighty central New York teachers participated.

The workshops have been designed to achieve two purposes. One is to provide teachers with some useful content background and to provide a conceptual framework to guide the teacher's further study of this new content area. The other purpose is to suggest ways to present Canada in the classroom through a variety of teaching strategies and resources appropriate for various grade levels. The workshop team from SUNY Plattsburgh includes: Center Director Richard Beach

continued on page 2

in this issue

news

- workshops respond to interest in Canada — page 1
- summer teacher workshops announced — page 2
- three Canada sessions at NYSCSS convention — page 3

features

- national, provincial holidays — page 4
- another winning student essay — page 6
- crossword, photo contest — page 10

11

canada update

- Mulroney's popularity wanes, and more — page 12

NEW CURRICULUM from page 1

in determining that two separate nations would be carved from the British holdings in North America.

In grade twelve, students will still have the opportunity to pursue an in depth, multi-disciplinary study of Canada by opting for an elective course in Canadian Studies following a state approved syllabus. Students in this course will study Canada's regional character, the nation's French Fact, its struggle to develop a unique identity while having as its only neighbor the most gregarious nation in the world; her unique and important role in World affairs. The elective, of course, will only be available for students who pursue a five year social studies sequence or who otherwise satisfy the grade 12 requirement in economics and government participation.

WORKSHOPS from page 1

who is also President of the Association for Canadian Studies in the United States; Associate Director Jeanne Kissner, who is also President of the American Council for Quebec Studies; Lisa Svoboda, from the Canadian Consulate General in New York, elementary school teacher Christine Turrone from the Overlook School near Poughkeepsie, and secondary school teacher George Sherman from the Beekmantown Central School near Plattsburgh who is also co-editor of **Teaching Canada.** The team was joined in Syracuse by Christine Loew from the Canadian Consulate General in Buffalo.

CANADIAN STUDIES SUMMER WORKSHOP FOR TEACHERS

July 2-8, 1986

St. Lawrence University
Canton, NY

Spend six summer days on the beautiful campus at St. Lawrence University learning about Canada and ways to present Canadian Studies in the elementary and secondary classroom. Individual sessions in history, geography, the economy, government, culture and more, all in a friendly, relaxed setting. A film festival and a field trip to Ottawa are also part of the program.

A registration fee of approximately $200.00 will be charged the twenty-five teachers accepted. (Families can be accomodated at reasonable rates.) The application deadline is April 18, 1986.

CONTACT: **RICHARD BEACH, CENTER FOR THE STUDY OF CANADA, SUNY PLATTSBURGH (518-564-2086)**
JOSEPH JOCKEL, DIRECTOR OF CANADIAN STUDIES, ST. LAWRENCE UNIVERSITY, CANTON, NY. (315) 379-5230

SUMMER

OAGEE TRIP TO WESTERN CANADA

The Ontario Association for Geographic and Environmental Education (OAGEE) has organized a "Field Trip to Western Canada" during the Summer 1986.

The Association feels that in order to experience the true West one must live as close to the people and the land as possible. Therefore, the field trip will be based on the use of small town campgrounds, emphasizing a "family camping" format. Motels, billets, etc. will also be available along the way.

The field trip is designed to give the participants a chance to learn and experience various aspects of western Canada through educational, social and cultural activities. The program is a combination of lectures, social and cultural programs, field trips and tours, entertainment, and beautiful scenery. Field trips and tours will include towns, farms, ranches, settlements, project sites, parks, historical sites, museums, mines, plants, dams, geographical phenomena, and many other points of interest. In addition to the organized activities, participants will have ample opportunity to explore and participate in activities of individual interest and to visit Expo '86 in Vancouver.

The trip will begin in Shoal Lake, Manitoba on July 6 and proceed west, arriving in the Crowsnest area of Alberta/British Columbia on July 24-28.

Registration fee is $200 per individual with a maximum of $400 per family.

For further information and a detailed agenda contact: Davis C. Edwards, R.R. #2, Gananoque, Ontario, K7G 2V4, (613) 382-3440 or 382-4741.

3rd ANNUAL FRENCH-CANADIAN INSTITUTE FOR LANGUAGE AND CULTURE

June 29 - July 26, 1986

The third annual French-Canadian Institute for Language and Culture, funded by a major grant from the National Endowment for the Humanities, will be held from June 29 - July 26, 1986 in Plattsburgh, Montreal and Quebec City. The purpose of the Institute is to provide high school teachers of French with up-to-date information on various aspects of the language and culture of French Canada. Among the topics to be addressed will be linguistic differences and current methodologies of teaching French. Pertinent information on the history, geography, economy, politics, literature, art, etc., of this vital area of North America will also be provided. The thirty teachers selected for this Institute will be given a $1000 stipend and lodging as well as a generous amount of teaching materials. For further information, please contact Dr. Jeanne Kissner or Dr. Edwin Hamblet, project directors, Center for the Study of Canada, 133 Court Street, Plattsburgh, New York (518) 564-2112.

WEEKEND WORKSHOP AT NORTHERN MONTANA COLLEGE
June 26 - 28

Northern Montana College will offer a 2 quarter-credit weekend workshop "Canadian Society: Looking at Neighbors" from June 26 - 28, 1986. Undergraduate or graduate level. Especially designed for school teachers, but open to all. Classroom presentations will be buttressed by a field trip to near-by RCMP post Fort Walsh, Saskatchewan and Louis Riel stage play in Regina, Sask.

For more information and registration, call or write Dr. Hans Peterson, Northern Montana College, Havre, Montana 59501, (406) 265-3221.

TWO STUDY CANADA WORKSHOPS IN THE WEST

The Canadian Studies Program at Western Washington announces that two exciting Study Canada Institutes will be held this summer to take advantage of Expo '86, the world's fair which will be held in nearby Vancouver.

Institute #1 - June 23 - July 3, 1986
4 credits Tuition ($200.00 approx.)

Institute #2 - July 28 - August 8, 1986
4 credits Tuition ($200.00 approx.)

Lectures and discussions, by Canadian experts at Western Washington, will provide an overview of Canadian history and geography, political structures and current issues in Canada/U.S. relations. Materials applicable to Social Studies teaching will be provided. A field trip to Vancouver (only 50 miles away) and the site of Expo '86 is also part of each program. Housing is available at modest cost at the university.

For more information, please contact:

Dr. Robert Monahan
Center for Canadian and Canadian-American Relations
Westen Washington University
Bellingham, WA 98225 (206) 676-3728

GLOBAL EDUCATION CONFERENCE

TUESDAY, MAY 6 • 8:30 AM - 3:45 PM • UNIVERSITY CENTER

Includes two workshops on Canada in the classroom.
Infusing Music, Art and Writing into Grade 5 Canadian Studies
• • •
Canada and the New Grade 7-8 Syllabus

Contact: Cathern Sylvester, Center for International Studies, Box 701, Harvey 201
Garden City, Long Island, NY 11530

ADELPHI UNIVERSITY

Three sessions on Canada at NYSCSS Convention, April 9-12

Teachers attending the annual convention of the New York State Council for the Social Studies in Rochester next month will have a choice of three special sessions on teaching Canada. There are two different sessions dealing with Canadian Studies on Thursday and one on Friday. Here is what is being offered.

THURSDAY, APRIL 10, 10:30-11:45 AM, Introducing Canadian Material Painlessly to the Social Studies Curriculum

This session will include 1) those aspects of Canadian history, geography, and politics which the Regents have asked Social Studies teachers to emphasize; 2) why the Regents have asked Social Studies instructors to stress Canadian topics more emphatically than in the past; 3) why teaching about Canada can be personally and professionally rewarding; 4) resources available to those who teach about Canada, including three magical books which will ease curriculum planning; and 5) four topics which any course touching on Canada should not neglect.

Level: General, Presenter: Dr. Stephen H. Ullman, SUNY College, Brockport, NY, Room: Ballroom 1

THURSDAY, APRIL 10, 2:00-3:15 PM, Canada and the New 7-8 Syllabus

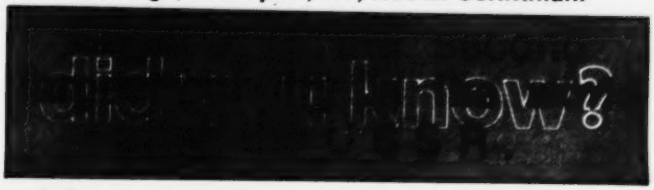
The purpose of this meeting is to help to prepare teachers to deal with the new focus on Canada in the 7-8 syllabus. Participants will be led through a review of the syllabus in order to discover where (and why) Canadian content is integrated with the study of American History. At each reference to Canada in the syllabus, participants will receive a brief content overview and discuss various teaching strategies and resources appropriate for use in the Junior High School.

Level: Middle School, Presenter: George Sherman, Beekmantown CS, Plattsburgh, NY, Room: 374

FRIDAY, APRIL 11, 1:45-3 PM, Teaching of Canadian History

The purpose of this program is to alert teachers of the content and techniques of teaching about Canada in the broadest sense. Materials from the Government of Canada and the Center for the Study of Canada (SUNY-Plattsburgh) will be available. The growing interest in Canada as well as the need for more information for new and developing curriculums about Canada will be the focus of the program.

Level: Secondary, Presenter: Dr. Walter M. Boston, SUNY College, Brockport, NY, Room: Corinthian.



the second place essay contest winner

Canada and the United States: Different Roads to Democracy

by Susan Galusha

Canada and the United States - two democracies, and two different roads to that democracy. Canada followed the more conservative road. The reason for this is rooted in her historical background. In 1776 the United States was born of revolution. The Canadians on the contrary, did not choose to become involved in a bloody conflict. Thus, evolution became more of a factor in shaping Canada. This gradual development has come to greatly influence Canada's present day government and her people.

The beginning of Canada's conservative road to democracy may date back as far as 1608 when Samuel de Champlain established the first French foothold in the New World. He did so in Quebec which was then called New France. In 1607, Jamestown, Virginia was settled and English immigrated to the New World. Many were willing to risk their lives, to leave their mother country for religious freedom and new opportunities. By the mid-18th century there were 1,500,000 people in the thirteen colonies. New France however, did not seem to have this rush of pioneers. By 1760 only 60,000 had settled in New France. The French were not as willing as the English to leave their homeland. Even at this early date, it seemed that these soon-to-be Americans were greater risk-takers than were the Canadians.

There were troubles, however, in the New World between the French and English. Conflicts over the fur trade were inevitable. In 1670 there was a struggle over Hudson Bay where the British had established a fur-trading company. In the early 1700's the English seized Acadia - the area south of the gulf of the St. Lawrence River. To defend their colony along the St. Lawrence River, the French built the huge fort at Louisbourg on Cape Breton Island. In 1750, French forts along the Ohio-Mississippi Valley worried the English even more. Finally, in 1754, the final struggle between the French and English for trade and an empire on the new continent began the French and Indian War. The British were victorious. They captured Louisbourg in 1758 and Quebec in 1759, thus shattering French power in North America. In the peace treaty of 1763 New France became another British colony in North America.

It now seemed that the continent was united under the British. In twenty years, however, the continent was again split. The thirteen colonies revolted against Great Britain. The conquest of New France had actually become a cause of the revolt. Part of this reason is that even though New France had been conquered, England would not allow the colonists to expand westward into the Ohio-Mississippi Valley - the area which had previously been governed by Quebec. Also, to cover the cost of the war, Great Britain had heavily taxed the colonies. This pushed the colonies over the edge. The colonies refused to be taxed without representation. The colonists decided to take action.

In 1774 the thirteen colonies held the first Continental Congress in Philadelphia. They invited Quebec and Nova Scotia to send representatives and to join in the boycott of British goods. Both Quebec and Nova Scotia refused. Not only did the Catholic Canadians not care about the Protestant American's cries for liberty and democracy, but they also depended heavily on trade with Britain and would therefore not get involved in the revolution. This, however, did not stop the Americans. They were determined and nothing was going to stand in the way of their independence.

After battling these determined colonists, Britain became anxious for the end of the revolution. In 1783 Britain recognized the independence of the thirteen colonies. In the peace treaty the Americans received all of the land up to and including the Ohio-Mississippi Valley. North America was once again divided; there were the independent English-speaking states and the two British colonies.

The American Revolution helped shape Canada in several ways. First, it drew southern boundaries by cutting Quebec off from the Ohio-Mississippi Valley. Also, many loyalists left the new country and fled to Canada. Thirty-five thousand more moved to the Canadian shores of the St. Lawrence River and lakes Erie and Ontario. By 1850 Canada had over two million people.

In the early 1860's Canada again felt threatened; this time by the outbreak of the American Civil War. Canada watched as the new country fought, divided against itself. Perhaps this is another reason why the Canadians chose the more conservative road to their democracy -they observed the mistakes of the Americans. Canada, reluctant to fight, and not wanting to get involved in a civil war, now had to protect herself from the powerful Union Army that might not stop after defeating the South. What if the Union Army decided to move northward? There also existed the real danger that western Canada would fall into the hands of the United States. Had not history proved, that once determined, nothing would impede the efforts of the Americans? Canada needed strength. This strength would come only if Canada became one united nation.

In 1864 the first meetings to unite Canada were held. Even then - nearly one hundred years after the Americans had gained their independence - conservative Canada still needed a little push - an outside threat - to strive for her independence. Finally, in 1867, Britain passed the BNA Act creating the federal union called Canada. It was now up to Canada to form her own government.

One of the first things her new government did was to

try to unite its people. The people were divided not only by history and language, but also by the geography and great vastness of Canada. So, one of the first goals of the new government was to organize the West. Once again the conservative Canadians were thinking ahead. They had seen the bloody wars with the Indians in the United States over land. They wanted to avoid this. The Canadian government was anxious to prevent wars and to negotiate treaties with the Indians before the white settlers traveled to the West. By the end of the 1870's most of the Indians had surrendered their land for schools, money, tools and equipment, assistance in farming, and reservations on which they could live undisturbed. To maintain law in the West, in 1873 the Canadian government formed the North West Mounted Police - today called the Royal Canadian Mounted Police. They patrolled the plains and protected the Indians by kicking out whiskey traders. They were respected by white men and Indians alike. As you can see, the settlement of the Canadian west was very different from the American counterpart. In Canada the law was in the West before the pioneers; in the United States the pioneers braved the unknown frontiers and were west long before the law. This once again demonstrates that the Americans tended to be risk-takers while the Canadians were more conservative. As a result of the Canadian government's forcing the law westward, the West soon organized to join the Canadas, Nova Scotia, and New Brunswick to form the ten provinces that comprise today's Canada.

After Canada had organized herself into a unified country, she had to organize her own government as well. Canada's new government had an American flavor to it - a federal government with powers divided between the central government and the provinces, but not surprisingly it was also very similar to Britain's. Unlike the Americans who had made a clean break from England, Canada did not. In her Parliamentary System of government, the Queen of England was still Canada's head of state. The Queen appointed a Governor General to represent her in Canada. Even today the Queen appoints a Governor General, but since 1952 he has been Canadian and is appointed under the advice of the Prime Minister.

Here we encounter another difference between the two democracies. The Canadians, unlike the Americans, separate the Head of State from the Head of Government. In Canada the Head of State is the Governor General. The Head of Government, however, is the Prime Minister. A person usually becomes Prime Minister if he is head of the political party, which in an election wins the clear majority of seats in the House of Commons. In the United States there is one chief executive - the President, who is both Head of State and Government. The President, directly elected by the people, performs duties in the United States equaling the duties covered by both the Governor General and the Prime Minister in Canada. Like the Governor General, he signs bills into laws, is the Commander-in Chief of the Armed Forces, is the official host of the country, and also performs many ceremonial functions. Like the Prime Minister, the President controls the real governmental powers and selects a cabinet.

Although both the Prime Minister and the President both choose their own cabinet, the Canadian cabinet is somewhat different from the United States' cabinet. Most of Canada's cabinet members are chosen from the members of the Prime Minister's party in the House of Commons. There are usually thirty or more ministers, or cabinet members. These ministers have "portfolios" or governmental departments of which they are in charge. The United States President generally chooses cabinet members outside of the legislative houses; not from either the House of Representatives or the Senate. The President's cabinet includes the President and the heads of the eleven main departments.

In Canada it is very important that the members of the cabinet are also members of the House of Commons. This is so because unlike in the United States where there is a sharp distinction between the executive and legislative branches, in Canada there is not. While the United States' cabinet is strictly executive, the Canadian cabinet handles executive duties and is also very powerful in legislation. It works hand in hand with the Commons and often proposes bills. The Canadian cabinet also introduces tax legislation to the House of Commons. The House cannot increase the tax. It can, however, move to decrease the tax, but this rarely happens.

Since the cabinet is so important in legislation, it is equally important that the majority party in the House of Commons be of the same party as the cabinet. The cabinet must retain the confidence of the Commons. If a major bill of the cabinet is defeated by the Commons, the cabinet loses this confidence. If this happens, the cabinet must resign, or Parliament is dissolved and there are new elections.

Also, the Prime Minister can call for new elections at any time. For these reasons Canada has no "terms" of office like the United States. A new election can take place at any time. The campaigns are relatively short compared to those in the United States - usually about six weeks. If in an election more than half of the seats in the House of Commons go to a political party different from the political party of the cabinet, the cabinet resigns and the Governor General calls the leader of the new major political party in the House to become Prime Minister and to form a new cabinet. If in an election no party gets a clear majority, the cabinet has two choices. It can resign, in which case the leader of the largest party in opposition would become Prime Minister; or, it can choose to stay in office. If it takes this option, the cabinet must meet with the new House of Commons. The members of Parliament then decide whether or not to keep the cabinet. As you can see, the differences between the American and Canadian cabinets are great.

Since the Canadian cabinet has so much legislative power, it leads to differences between the legislative houses of Canada and the United States. As I have mentioned, the United States' cabinet has no legislative power. Therefore, the United States has two equally strong legislative houses - the House of Representatives and the Senate. Canada also has two legislative houses - the House of Commons, which is comparable to the House of Representatives because the number of seats is based on the population of each constituency, and the Senate. The Canadian Senate is not comparable to the United States Senate. While

continued on page 8

CANADA'S NATIONAL HOLIDAYS

Abe Lincoln's birthday passes with little fanfare north of the border, and Canadians aren't any more excited about the fourth of July than they are about the third. Canada has its own special days. Here are a few of them. by Richard Beach

VICTORIA DAY

(First Monday preceding May 25)

Victoria Day is one of the oldest "holidays" on the North American continent. It is a legal holiday throughout Canada remembered historically by children through the old saying--"it's the twenty-fourth of May, the Queen's Birthday, if we don't get a holiday we'll all run away." It celebrates, in fact, the birthdays of both Queen Victoria and Queen Elizabeth II. Victoria Day was the first established as a holiday in the British Colony of Canada West (now the Province of Ontario) in 1845, and much later as a "National" holiday in 1901. Since 1952, Victoria Day has been observed on the first Monday preceding May 25.

CANADA DAY

(July 1)

July 1, 1867 was Canada's first birthday, acknowledging the creation of the Dominion of Canada. This is now recognized as Canada's principal national holiday. It is observed, as a legal holiday, on the first Monday in July. The occasion is marked every year by formal celebrations across the country, the most spectacular being those in Ottawa, Canada's capital. The holiday has during the past 119 years undergone a series of names; by an act of Parliament only 4 years ago, it officially was changed to Canada Day.

THANKSGIVING DAY

(2nd Monday in October - Coinciding with Columbus Day)

Proclaimed decades ago as "a day of general thanksgiving to Almighty God for the bountiful harvest with which Canada has been blessed," Canadian Thanksgiving draws upon three traditions: 1. harvest celebrations in European peasant societies (for which the symbol was the cornucopia--the horn of plenty); 2. formal observances (such as those celebrated by the British explorer Martin Frobisher in the eastern Arctic in the 1570's--considered to be the first North American thanksgiving); and 3. the Pilgrim's celebration of their first harvest in Massachusetts (involving the uniquely American turkey, squash and pumpkin). Gradually, the traditions merged into one. The "American" celebration was brought to Nova Scotia in the 1750's and the citizens of Halifax commemorated the end of the Seven Years War (1763) with a day of thanksgiving. United Empire Loyalists brought the celebration to other parts of the country during the 1780's.

In 1879 the Canadian Parliament declared November 6 as a day of thanksgiving and it was then celebrated as a national rather than a religious holiday. Since that time, later and earlier dates have been observed, the most popular being the third Monday in October. After World War One, Thanksgiving and Armistice Day (the latter now called Rememberance Day) were celebrated in the same week. It was not until January 31, 1957 that Parliament proclaimed the observance of Thanksgiving to be on the second Monday in October.

LABOUR DAY

(First Monday of September)

A legal holiday, honoring organized labor, is observed throughout Canada on the first Monday of September. The contribution of organized labor to Canadian society has been recognized since 1872, when parades and rallies were first held in Ottawa and Toronto. (Note: the first American Labor parades were not held until 1882, those in Europe until 1889.) In Europe, however, celebrations were merged with traditional May Day festivities and held on May 1. This spring date was briefly observed in Canada, but the need in North America for a long week-end at the end of summer brought about the fall observation, which was officially recognized by the Canadian Parliament in 1894.

REMEMBRANCE DAY

(November 11)

Canada has had a strong tradition of honoring its war dead since the turn of the century. The original holiday was known as Armistice Day which commemorated the end of World War One and was observed on November 11. From 1923 to 1931, it was merged with Thanksgiving Day and held early in the Fall. In the latter year, the holiday was renamed Rememberance Day, and its observation reverted to November 11. The symbol of this day is the poppy of Flanders, replicas of which are distributed in all parts of Canada the week prior to the day by the Royal Canadian Legion (people pin the poppies on the lapel of their coats). Rememberance Day for Canadians is a very patriotic one.

LE COIN FRANÇAIS

edited by Thomas Ham

LA TELEVISION CANADIENNE DANS LA SALLE DE CLASSE

Et, pour nous autres, les chanceux... Comment nous servir de la télévision canadienne que nous recevons chez nous? Voici une idée.

Comme cadeau d'anniversaire, je me suis acheté un nouveau magnétoscope et une antenne de télévision. Puisque le cable chez nous est uniquement "anglosaxophone," il m'a fallu revenir à l'antenne pour recevoir (très clairement) CBOFT Canal 9 à Ottawa/Hull. Même s'il y a une antenne à l'école, pendant la journée, il y a très peu d'informations utiles qu'on puisse employer comme matériel didactique. Voilà une des raisons pour utiliser le magnétoscope.

Tous les jours à midi, il y a la Première Edition, un bref rapportage des informations quotidiennes. J'enregistre les nouvelles, puis je prépare un petit questionnaire basé sur les manchettes. Pour les élèves, le questionnaire est très simple--il ne faut que cocher la bonne réponse. Puisque c'est simplement un exercice d'écoute, je ne veux pas qu'ils écrivent beaucoup et surtout, pour ce court moment, je ne veux pas qu'ils s'embêtent avec l'orthographe.

Comme exemple, imaginons que le rapportage parle d'une élection imminente au Québec, d'un sondage public sur cette élection, de l'Affaire Greenpeace, d'un marin soviétique à la Louisiane, des émeutes en Afrique du Sud, et de la violence à Beyrouth. Le questionnaire pourrait être comme ce que suit:

1. Aujourd'hui on a entendu des nouvelles...
   _____ de la France
   _____ du Liban
   _____ de l'Egypte
   _____ de la Nouvelle Zélande
   _____ des Etats-Unis
   _____ de l'Afrique du Sud
   _____ de l'URSS
   _____ de l'Italie
   _____ des Phillipines

2. Qui est le chef du Parti Libéral du Québec?
   _____ Pierre-Marc Johnson
   _____ Robert Bourassa
   _____ Brian Mulroney

3. Qui est en tête selon le sondage?
   _____ le P.Q.
   _____ le P.L.Q.
   _____ le N.P.D.

4. Qu'est-ce qui est arrivé au marin soviétique?
   _____ Il est tombé dans le Mississippi.
   _____ Il est prisonnier des Etats-Unis.
   _____ Il veut rentrer chez lui.

5. On a entendu parler de la violence...
   _____ au Liban
   _____ en Afrique du Sud
   _____ en Russie
   _____ en Angleterre

Selon la difficulé des questions et du vocabulaire, on peut facilement se servir de cet exercice au deuxiéme et au troisiéme niveau de français à l'école secondaire. Et aussi, cela servirait très bien comme point de départ pour pas mal de discussion.

Au point de vue de vocabulaire, il n'y a rien de mieux pour présenter l'exercice, parce que c'est la réalité quotidienne. Et, quel miracle! Les élèves regardent les informations! Ils les regardent même chez eux la soirée précédente pour mieux comprendre l'exercice en classe le lendemain. Les profs des sciences sociales nous apprécieront énormément, ne croyez-vous pas?

LA TELEVISION ET LA GRAMMAIRE

En continuant l'usage de la télévision dans la salle de classe, pour le cours de troisième année, j'ai utilisé comme base le questionnaire que j'avais préparé sur les nouvelles dont on a parlé auparavant. A chaque questionnaire, on a encerclé cinq nouveaux mots; je les ai expliqués. Les élèves, comme devoirs, devaient écrire un bref paragraphe, incluant ces cinq mots. Souvent il n'y a point de rapport entre les mots, et les paragraphes sont très imaginatifs. Par exemple, les nouvelles d'un jour parlaient d'un problème des vins en Ontario. De ce rapportage, on a sorti les 5 mots suivants: l'alcool, ne...point, fonder, tablette, organisation. Le lendemain, j'ai reçu le paragraphe suivant d'une élève imaginative:

> Ma vache préférée n'aime point l'alcool. Il y a deux ans, elle a fondé l'organisation "Les Vaches Contre l'Alcool." Ma vache et ses amies vont au marché et sur les tablettes, elles échangent le vin pour des bouteilles de lait.

Mais d'autres besoins émergent d'un tel exercice, par exemple, des besoins grammaticaux. C'est à ce point que je présente le subjonctif ou la voix passive, c'est donc le BESOIN DE L'ELEVE qui me mène à la présentation des points de grammaire avancée, et non pas un texte prévu. Je me sers quand même du texte comme ressurce nécessaire à l'occasion. Les élèves aiment cette façon d'apprendre et ils comprennet bien mieux qu'auparavant. (J'ai une élève qui commence presque tous ses paragraphes avec "Il faut que..." ou "Je voudrais que..." parce qu'elle semble comprendre mieux le subjonctif que le présent de l'indicatif!")

Un autre résultat de cette méthode en troisième année est que l'élève est déjà moins gené par le nouveau vocabulaire--il/elle a tellement l'habitude de l'entendre. Je viens justement de commencer notre étude du **Petit Prince** de St. Exupéry et je remarque que cette année, pour la première fois, les élèves peuvent mieux deviner le sens d'un nouveau mot par le contexte dans lequel il se trouve. Ils compennent mieux la lecture à vue d'oeil.

Il y a aussi des avantages pour le prof: c'est différent! On fait des choses variées chaque jour et chaque année. Puisque les nouvelles changent de jour en jour, notre enseignement est aussi plus intéressant et vivant. Comme on dirait au Québec, "c'est le fun!"

Pour plusieurs professeurs de français, l'Institut Canadien français pour la Langue et la Culture du Centre des Etudes Canadiennes à SUNY-Plattsburgh est une des premières recontres avec le Québec, mais ce n'est guère la dernière. Après être retournés chez eux, les profs qui ont participé à l'Institut employent les connaissances acquises à Plattsburgh. Si vous voulez des renseignements sur l'Institut ou le Québec, vous pouvez vous adresser aux profs suivants:

Mme. Susan Gomes
261 Whitehall Road
Albany, New York 12209

Soeur Madeleine Himmler
3006 West 7h Street
Cincinnati, Ohio 45205

continued on page 8

ESSAY from page 5

members of both the legislative houses in the United States are elected, the members of the Canadian Senate are not. They are appointed by the Prime Minister and the cabinet and serve until they are seventy-five years old. The Canadian Senate is really not very powerful and very rarely rejects bills passed by the Commons. There has often been talk of abolishing the Senate, but there seems to be little public interest in actually doing so.

Even though by this time it might seem that Canada was totally independent, it had still not severed the last strings that tied it to Britain. The BNA Act that created Canada had made no provisions for its own amendment. All amendments had to be made by a new act of the British Parliament. After World War I when Canada signed peace treaties as a distinct power and became a founding member of the League of Nations and the International Labour Organization, Canada became determined to have total independence - to make its own amendments to its constitution without the formal intervention of the British Parliament. Attempts to get this final independence began in 1927 and failed until 1981. The failures were not the result of British opposition, but because the federal and provincial governments could not agree on a method of amendment. After negotiations between the federal and provincial governments, the Senate and the Commons passed the Joint Address asking for the final British Act. This gave the power of amendment to Canada. Finally, the long, winding road of the evolution of the Canadian government had come to an end.

The research and analysis requisite to the writing of this essay - in addition to providing a realistic understanding of the intricacies of two governments -directed me to consider exisiting similarities in addition to differences between Canada and the United States. I am inspired and motivated to pursue further my exploration of Canada - herself a country not yet fully explored. In classrooms across both countries sit tomorrow's Ronald Reagan and Brian Mulroney. In these classrooms sit the law and policy makers of tomorrow. It is essential that we work together. Is there an urgency in the need for nurturing the Canadian-United States realtionship? Mais oui! Although it isn't always easy being neighbors, Canadians and Americans do share many mutually compatible goals. We both strive to be happy and to be free. The testing of cruise missiles, the shared problems as well as benefits relative to satellite transmission of communications across the Canadian-United States border, the acid rain battle, and economic considerations are legitimate concerns of both countries. Because the United States and Canada are so physically close and have these mutual goals and concerns, it is imperative that we realize and explore the similarities and differences of our two countries. Only through a better understanding of each other can Americans and Canadians work together for a better tomorrow.

In both the United States and Canada the different cultural and historical backgrounds have played major roles in shaping the governments, the people's views on democracy, and the countries themselves. Both countries in striving for democracy and independence have taken different roads to achieve their goals. By looking back on the formation of these two countries we can better understand the differences that exist today between their government and people. The United States and Canada - two different countries, each with its own road to democracy. There is no easier or rougher road, no right or wrong road - just a different road.

Susan Galusha was a sophomore when she entered the essay contest. Her second prize earned her a $250 cash award and a matching grant went to her school. She attends New York Mills High School, near Utica.

LE COIN FRANÇAIS from page 8

Soeur Joan Durkan
St. Mark's High School
2503 Pike Creek Road
Wilmington, Delaware 19808

Mr. Alton Earle
59 Henderson Street
Needham, Massachusetts 02192

Mr. Thomas Ham
29 Pleasant Street
Potsdam, New York 13676

Mrs. Helen W. Priemer
School for the Creative and Performing Arts
1310 Sycamore Street
Cincinnati, Ohio 45210

Aimez-vous le rock? Est-ce que vos élèves en sont grands amateurs? Voilà un peu de vocabulaire qui pourrait vous servir:

equalizer, eq.	égalisateur
extended play, E.P.	maxi 45-tours
fade	faire un fondu sonore
faders	curseur
fan	amateur, ventilateur
feedback	larsen, réaction acoustique
flightcase	coffre de transport
floorstands	pieds de sol
front plate	plaque avant
front power	puissance de salle
fuzz box	boîte de distorsion
ghetto blaster	tonitruant
gig	concert, donner un spectacle

QUEBEC ROCK, Octobre 1985, p. 8

TEACHING CANADA
WINTER 1986 volume 4 number 2
Published three times each year by the Center for the Study of Canada at the State University of New York, Plattsburgh.
Editors: Richard Beach, George Sherman and Jeanne Kissner
Consultants: Madeleine Dufour and Thomas Ham

Thank You,

Jack Hotchkiss and Ruth Claus

During the past 15 years, the teaching of Canada in New York State schools has increased and improved significantly. Today, students in grade 5 and in a number of high schools are being exposed to the reality of our Northern neighbor. In addition, Canada will soon become part of the U.S. history sequence in grades 7 and 8. Two people who have been instrumental and integrally involved in this accomplishment have recently retired.

Jack Hotchkiss, former associate in the Bureau of Social Studies Education, New York State Education Department, first became involved in the Center for the Study of Canada's initial efforts to develop curriculum materials, to conduct summer workshops and conference sessions and the like more than a decade ago. Through his pioneering efforts, the Center and SED have since worked productively and constructively to promote a better understanding of Canada in our schools. During this time, he exhibited a high degree of professionalism, dedication, creativity and perseverance. His mark on Canadian Studies in the state will long remain, and **Teaching Canada** is pleased to offer this special tribute to a good friend and colleague and to wish him the best during his retirement.

For many years, the thousands of teachers who have been fortunate enough to see Ruth Claus "in action" would all agree that she is indeed an exceptional teacher and human being. Like Jack Hotchkiss, she has been involved in the Center's outreach activities from the very beginning and has made important contributions well beyond her principle responsibilities as a grade 5 teacher at St. Joseph's School in Buffalo. She was a Canadian Studies troubador par excellence, conducting sessions at workshops and conferences and corresponding with teachers who sought her expert advice. Her enthusiasm was endless and her creativity boundless. But above all, Ruth is a wonderful person whose love of life is infectious. To her, the cup was always half full, never half empty. **Teaching Canada,** and her many friends say thank you and wish her a healthy and happy retirement.

IN THE NEXT TEACHING CANADA

- 1986 Essay Contest Winners Announced
- Report from the New York State Council for Social Studies Annual Convention
- The Newest Materials in Canadian Studies
- Free Trade Between the United States and Canada: What Will Happen?
- Announcing a Major Canada Event at SUNY Plattsburgh This Fall!

• • •

Deadline for advertisements, contributions: May 1

review of materials

SOUND FILMSTRIPS

CANADA: A House Divided? Canda has two dominant cultures: English and French. This filmstrip surveys the separate historic roots of these cultures and assesses the problems of their coexistence within a single nation. The French separatist movement is examined, along with the official policy of bilingualism, the issue of cultural autonomy, and the related problems of unassimilated smaller cultures such as the Eskimos and the Ukranians. Current Affairs. Revised.
CA 103C-Y5 Color filmstrip, cassette, guide **$35.00**

OUR CANADA SERIES. A comprehensive introduction to the people, history, geography, and government of Canada. Four filmstrips, featuring full color paintings, maps, and archival and modern photographs, take students on an intimate journey through America's northern neighbor. Covering topics from the prehistoric immigration of native peoples to the current structure of the Canadian government, these filmstrips show students how the Canadians view themselves. Among the subjects discussed are the impact of the fur trade, the St. Lawrence - Great Lakes-urban corridor, and the role of the Prime Minister in the political system. Produced by the National Film Board of Canada. McIntyre.
MN102-Y5 4 color filmstrips, 4 cassettes **$99.00**

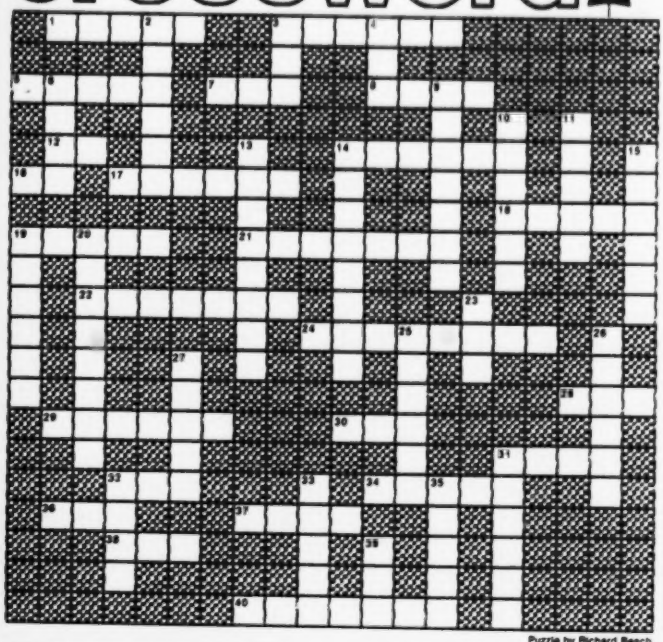
A PORTRAIT OF CANADA. Six color sound filmstrips examine the history, geography, government, economic system, and the social structure of Canada. The program was designed to acquaint students in the United States with their northern neighbor and to refute commonly held myths about Canada. The kit includes two wall posters, one of "Old Montreal" and another containing a brief time line of Canadian history. Upper Elementary to senior high grades. Educational Enrichment. © 1977.
NYT538C-Y5 6 color filmstrips, 6 cassettes, 2 wall charts, teachers guide **$146.00**

BOOK

THE CANADIANS. By Andrew H. Malcolm. An intimate look at the USA's northern neighbor is presented by the former Toronto Bureau Chief of the *New York Times.* In addition to being a record of the author's wide-ranging experiences in Canada the book offers readers a personal view of Canada's variegated cultural tapestry, reflecting the geographic, ethnic, and economic diversity of the world's second largest country. From the tiny mining village of Polaris in the Artic Circle, to the skyscrapers of Toronto, and from Nova Scotia to the Yukon, this account provides a rich and colorful study of the people, politics, economics, and geography of Canada. Advanced students. Illustrated. Times Books. 385 pp. © 1985.
RH285-Y5 Hardback **$17.95**

Also available in softcover from Bantam Books. Contact Laurel Barnard, Bantam Books, 666 Fifth Avenue, New York, N.Y. 10103
(212) 765-6500 **$8.95**

crossword



Puzzle by Richard Beach

ACROSS CLUES

1. One of Canada's northern territories.
3. Flat tailed animal which has long been a symbol of Canada.
5. Important crop of the prairie provinces.
7. Number of provinces in Canada.
8. What a ball is to Baseball, a _____ is to Hockey.
12. Canada's westernmost province (abrv.)
14. Native peoples of the Canadian North (also called Inuit")
16. Canada's only international neighbor (abvr.)
17. One of the largest islands in the world; located in Northern Canada.
18. The Annapolis Valley in Nova Scotia is noted for this tasty fruit.
19. One of the Great Lakes; named after an Indian Tribe.
21. The largest city in Canada.
22. Large chunk of ice (often found off the coast of Nova Scotia during the spring.)
24. Largest city in the province of Quebec.
28. Most important mineral resource of Alberta.
29. Important city on the Canadian prairies.
30. Canada's flag is white and _____.
31. Prized for its sleek fur pelt.
32. Québécois author of "The Tin Flute"; Gabriel _____
34. Its leaf is the official national symbol of Canada.
36. Lake (in French).
37. Port (in French).
38. Province whose capital is Winnipeg (abrv.)
40. The Canadian city located just south of Detroit, Mich.

DOWN CLUES

2. Canada's National Capital.
3. Good (in French).
4. Prime Minister Mulroney is one; so is Wayne Gretsky, Anne Murray, Robert Bourassa...(abrv.)
6. Nickname of Montreal's NHL Hockey Team.
9. Warm winds that periodically sweep eastward across Alberta.
10. Prince Edward Island's most important crop.
11. Penninsula in eastern Quebec.
13. City in British Columbia named after a British queen.
14. Home of the "Oilers".
15. Island which is part of the province of Nova Scotia.
19. Large bay in central Canada; named for a British explorer.
20. Large herds of these animals roam the Canadian north.
23. Canada's smallest province (abvr.)
25. Type of vegetation found in Northern Canada.
26. Most of Canada's mineral wealth is located in the Canadian _____. (land form region)
27. Bay located between Nova Scotia and New Brunswick; has some of the highest tides in the world.
31. Long canal which connects Lake Ontario with the St. Lawrence River.
32. "The Mounties."
33. First name of Canada's Prime Minister.
35. Bear of the Canadian North.
39. "The" (In French) as in "The" Expos.

TEACHING CANADA PHOTO CONTEST

Once again, we challenge students to identify something Canadian--the symbol above. Entries for contest number five will be accepted until April 25. The first four correct entries randomly drawn from all those submitted, will receive with our compliments an attractive book on Canada.

1. Students enrolled in or who have completed a Canadian Studies unit are eligible. (In New York State this would include students in grades 5, 7, 8 and senior high, and others if substantiated.)
2. Only entries submitted on the form below (or on a Xerox copy or facsimile) and which provide **all** the information requested, will be accepted.
3. Entries must be printed and contain no spelling errors.
4. One entry per student, please.

All winners will be notified by mail and recognized in the next issue of **Teaching Canada**. Good Luck!

PLEASE MAIL ENTRY TO: Teaching Canada Photo Contest #5, Center for the Study of Canada, SUNY Plattsburgh, Plattsburgh, New York 12901.

ENTRY FORM

Student's Name:_____

Age:_____Grade Level_____

Name of School:_____

School Address:_____

_____

Teacher's Name:_____

Name the symbol above and the province associated with it.

(symbol) _____ **(province)** _____

Teaching Canada is pleased to announce the winners of the 4th photo contest. Both are from Mrs. Sandra Kessler's grade 5 class at Thornell Elementary School in Pittsford, New York. Hillary Frey's and Yolanda Culver's entries were the first two correct ones drawn from those submitted. They correctly identified the symbol as that of the Canadian Broadcasting Corporation (CBC). Each has received an attractive picture book on Canada. Congratulations Hillary and Yolanda.

CANADA UPDATE from page 12

Liberal leader Robert Bourassa, who now returns to the premiership after a nine year absence. As detailed in previous issues of **Teaching Canada,** Bourassa was leader of the Liberal Party and Premier of Quebec from 1970-1976. However, he resigned as party leader after undergoing a crushing defeat at the hands of the PQ in 1976. For several years thereafter, he languished in political oblivion and was considered by almost everyone to be a political has-been. Polilitics was obviously still in his blood, however, and he labored in the shadows for several years trying to restore his credibility and confidence in him among the people but especially among the business community, stressing incessantly an up-beat economic future for Quebec during the early 1980's. He actively sought and, to most pundit's surprise, was elected Liberal leader in 1983 and Premier two months ago. It should be noted that the polls indicate clearly that Bourassa still remains less popular among the people than the Liberal party as a whole. But one cannot argue with the incredible resurrection of Bourassa's political success and the success of the Liberal Party under his leadership.

THOMAS NILES, NEW U.S. AMBASSADOR TO CANADA

Thomas Niles, the recently appointed U.S. Ambassador to Canada, is a strong advocate of free trade, an enthusiastic fan of the Baltimore Orioles and a world traveller who speaks four languages. He replaces the often-controversial Paul Robinson, a political appointee who recently resigned to resume his business career.

STEVE FONYO COMPLETES TERRY FOX'S DREAM

Steve Fonyo, the determined young man from Vernon, British Columbia, who lost his left leg to cancer when he was 12 years old, has completed his cross-Canada, 7924-kilometre (4750 mi.) "Journey for Lives" run to raise money for cancer research. Having experienced every variation in Canada's geography and climate, Steve Fonyo dipped his artificial leg in the Pacific Ocean in a driving rain on May 29, 14 months after starting his run during a snowstorm in St. John's, Newfoundland. In essence, he completed the dream of Terry Fox who was the first young man to attempt a run across Canada on a wooden leg. Fox's "Marathon of Hope" came to a tragic end in Thunder Bay, Ontario in 1980 when he was forced to stop the run due to his recurring cancer.

PUCK DUMPING: A NATIONAL CRISIS?

The federal government has started an investigation into complaints from several domestic manufacturers that Czechoslovakian and West German hockey pucks are being dumped on the Canadian market. If the investigation of the Office of National Revenue, announced recently, reveals imported pucks are indeed being dumped in Canada, then the Canadian Import Tribunal will open a more detailed inquiry to determine whether the dumping has hurt Canadian puck producers. We'll keep you posted.

CANADA ABANDONS PLANS TO TAKE U.S. TO WORLD COURT

For now, Canada has dropped the idea of asking the World Court to rule on Canada's dispute with the United States over control of the Northwest Passage, External Affairs Minister Joe Clark said recently. Clark told reporters the government is instead considering a larger military force in the region. The dispute over jurisdiction in the Arctic waters that provides a northern link between the Atlantic and Pacific oceans, was brought to a head last summer when a U.S. icebreaker, the Polar Sea, sailed the route without asking permission from Ottawa.

If you would like further information about any of our activities or materials, or wish to be placed on our mailing list for future announcements, please check the appropriate box and return the form to the Center.

- ☐ **The Canadian Studies Teaching Strategies and Resource Guide for Use at the Secondary Level.** (Please check box if you wish to be notified when the revised edition is available--expected fall, 1986).
- ☐ **Canadian Studies: A Syllabus.** (Senior High School) $2.00 post paid. Pre-payment is required. Checks or money orders should be made payable to the Center for the Study of Canada, SUNY Plattsburgh.
- ☐ **The Canadian Studies Syllabus and Resource Guide for Elementary and Junior High School Teachers.** (Same as #2 above except $6.00.)
- ☐ Canadian Studies Teaching Strategies and Resources Guide for use in conjunction with North American or U.S. history courses (especially at the 7th and 8th grade levels). Please check box if you wish to be notified when this publication will be available--expected Spring, 1987.
- ☐ **Teaching Canada,** a newsletter for teachers. Free.
- ☐ Canadian Studies Workshops for elementary, junior and senior high school social studies teachers. (Summer)
- ☐ The French Canadian Institute for Language and Culture for high school French teachers. (Summer)
- ☐ Canadian Studies Essay Contest for high school students.
- ☐ An information bulletin for teachers and students on the Canadian Studies program at SUNY Plattsburgh.
- ☐ Information on the scholarships available to students interested in studying about Canada at SUNY Plattsburgh.

NAME_____ GRADE LEVEL_____ SCHOOL_____

SCHOOL ADDRESS_____ CITY_____ STATE_____ ZIP_____

MULRONEY HOPES FOR A BETTER YEAR IN 1986

Canada's Prime Minister Brian Mulroney probably wishes he could do 1985 over again. The charismatic leader of the ruling Progressive Conservative party saw his public approval rating fall from sixty to thirty-eight percent during his first full year in office.

The slide was completely unexpected. Mulroney's party formed Canada's current government in October, 1984 after winning the largest Parliamentary majority in the nation's history and the popular leader had promised bold action to deal with Canada's huge budget deficit and double digit inflation. He declared Canada "open for business," and set out to encourage more foreign investment and to foster closer relations with the United States. But the year did not go quite according to plan. In fact, in 1985 Mulroney looked a lot like a Canadian Jimmy Carter; a popular, competant leader ill served by events and the poor judgement of subordinates.

Though hardly another Bert Lance, Defense Minister Robert Coates became a major embarassment for Mulroney last September when he was observed in questionable company while visiting a West German strip club during a NATO inspection tour. The press had a field day and Coates was forced to resign. Fisheries Minister John Fraser caused an even greater embarassment during the same month after it was revealed that he had allowed thousands of cans of foul smelling tuna to leave government inspection centers in the west and to be sold to Canadian consumers. It was the kind of story news editors dream about; a bona fide government scandal involving the lunch pails of thousands of Canadian school children and the casseroles made by their homemaker mothers—and the fish metaphors were too much fun to resist. Mulroney, of course, was not amused. "If I had my druthers," he said, "I'd outlaw Septembers in the future."

The Americans were not very helpful either. After his experiences with them last year, Mulroney may be reminded of Jimmy Carter's frustration in dealing with the fallout from OPEC pricing decisions he was powerless to control. The Prime Minister's cheery pledge to help improve Canada-U.S. relations was matched in word, but not in deed, by the Americans. Mulroney's countrymen were disappointed last March when he was unable to convince President Reagan to do anything very meaningful about acid rain; they were angry when he failed to take proper affront after the unauthorized passage of a U.S. Coast Guard icebreaker through what many claim are Canadian territorial waters. In addition, the daily reminder that the Canadian dollar is worth less and less in American money has done a little to bolster public confidence in the government's ability to deal with the United States on an equal footing.

Of course, Mulroney was the source of some of his own problems as well. Like Jimmy Carter, he found that promises to deal with budget deficits are easier to make than to keep. He backed off a pledge to de-index pensions, for example, and his government made little progress in other areas towards dealing with the nation's mounting debt. Many financial experts believe that the Prime Minister's failure to make hard choices on the budget is the major factor behind the dollar's steady decline on world money markets.

Though affable and articulate, Mulroney, like Carter, can be sanctimonious and preachy. He often addresses the Canadian people - and the provincial premiers - as though on a conference call with heaven on the other line. Like Carter, he has already learned the limits of that appeal when things are not going well.

After spending his freshman year at the school of hard knocks, Mulroney surely must hope that the hazing is over. With a huge legislative majority on his side in the House of Commons and with a growing sentiment on both sides of the Canadian-U.S. border for an historic free trade agreement, he still has the opportunity to establish himself as a significant Prime Minister and a formidable leader.

George Sherman

ROBERT BOURASSA IS BACK

As we predicted in the Fall issue of **Teaching Canada,** the Liberal Party in Quebec easily won the provincial election held in early December, marking the end of a nine year reign of the *"independentiste"* Parti Québécois. In fact, the Liberal victory was one of the largest in Quebec history--the party won 99 out of the 122 seats in the National Assembly.

The Liberal platform stressed economic issues, more cooperation with the federal government in Ottawa, and generally a less strident nationalism. The election also marked an extraordinary comeback for

continued on page 11

Center for the Study of Canada

U.S. POSTAGE PAID
Permit No. 1
Plattsburgh, N.Y. 12901
non-profit organization

TEACHING CANADA
A NEWSLETTER FOR TEACHERS
spring 1986

inside: prospects for free trade

CONTEST WINNERS MEET IN NEW YORK

Winners of the first three prizes in the Fourth Annual Canadian Studies Essay Contest received their awards at a special reception at the United Nations, May 19. The students and their parents were the overnight guests in New York of the Canadian Institute of International Affairs, N.Y. and the Center for the Study of Canada. Canada's Ambassador to the United Nations, the Honorable Stephen Lewis, was the guest speaker at the reception and presented the students with their awards. They were: Kevin Walter of Plattsburgh, the first prize winner, who was awarded five hundred dollars; Ronald Wheeler from Barker, New York (near Buffalo) the second prize winner of two-hundred fifty dollars and Michael Vatch from Yeshiva Rabbi Hirsch High School in New York, the third place winner, who was awarded one hundred dollars. A matching grant will be given to each student's high school for the purchase of Canadian Studies materials.

The contest is sponsored each year in order to promote an interest in Canadian Studies and to encourage individual student research and writing. The theme of this year's contest was "Canada's French Fact." The contest is open to both public and parochial school students in New York State enrolled in a course on Canada, or one with significant Canadian content. The essays are judged by a panel of readers consisting of subject area and writing specialists from the Center for the Study of Canada, SUNY Plattsburgh, educators from the New York State Bureau of Social Studies Education, Albany, members of the CIIA, New York, and the Honorable Mr. Lewis. In addition to the first three prizes, six honorable mention prizes of twenty five dollars are also awarded. All students who enter the contest receive an attractive book on Canada for their effort and initiative.

continued on page 5

ANNOUNCING: A CELEBRATION OF CANADA AT SUNY PLATTSBURGH THIS OCTOBER

Students, teachers and assorted dignitaries from Canada and the United States will come together at SUNY Plattsburgh this fall to celebrate the first twenty years of Canadian Studies at the college. One of the many highlights of the three day celebration will be the visit and keynote address by Canada's Ambassador to the United States, the Honorable Allan Gotlieb. Former Canadian Prime Minister Pierre Trudeau, whose years in public life parallel the history of Canadian Studies at Plattsburgh, has also been invited to attend and to participate in an informal discussion program. The twentieth anniversary will be marked by a celebration of Canada itself and will include a performance by the Toronto Dance Theatre, a major art exhibit, a Canadian film festival and various symposia conducted by academics, business leaders and government officials.

Most of the Canada-events will take place on Thursday and Friday, October 16th and 17th, but the celebration and exhibits will continue into the college's homecoming weekend in order to include alumni and the Plattsburgh community in the festivities.

A commemorative program containing a schedule of events and information regarding costs and accommodations will be available this summer. A copy will be sent to subscribers of TEACHING CANADA.

in this issue

news

- essay contest winners announced — page 1
- a celebration of Canada this fall — page 1

features

- *le coin français* — page 2
- the first place student essay — page 4
- Canada-U.S. free trade prospects — page 6
- another Canada crossword — page 10

canada update

- a second Reagan-Mulroney summit, and more — page 12

LE COIN FRANÇAIS edited by Thomas Ham

ETUDIER LE CANADA

Western Washington University (Bellingham, Washington) offrira deux instituts de deux semaines pour quatre crédits chacun cet été. "Study Canada I" aura lieu du 23 juin au 3 juillet 1986. "Study Canada II" aura lieu du 28 juillet au 8 août 1986. La ville de Bellingham est à 50 minutes de Vancouver, Canada, où aura lieu l'exposition mondiale, l'EXPO 86 de mai à octobre. Les instituts offriront des conférences par des experts en études canadiennes ainsi que des voyages. Les thèmes de l'EXPO 86, le transport et la communication seront présentés, ainsi que des matériaux pratiques pour l'enseignement du Canada dans des cours de sciences sociales. L'histoire du Canada, sa géographie, la politique et les affaires contemporaines seront parmi les sujets discutés. Le prix d'un institut pour quatre crédits sera $200 (US).
Contactez:

Dr. Robert MONAHAN, Directeur
Centre des Études Canadiennes
Western Washington University
Bellingham, WA 98225
Tél. 206/676-3728
8-12 L-V

Une bonne adresse où bénéficier des plus bas prix possibles.
Existe-t-il une excellente source de livres neufs et d'occasion a des prix plus que raisonnables? Où? A Montréal il y a une librairie qui vend non seulement des millieurs de livres, mais aussi des disques à des prix difficiles à croire. C'est le Marché du livre, et ses deux voisins, le Palais du livre, et le Colisée du livre, en face de la grande gare des autobus Greyhound et Voyageurs, sur Maisonneuve est, ouvert de 10 heures du matin jusqu'à 10 heures du soir. Même les livres neufs sont meilleur marché qu'ailleurs. Et puisqu'il y a des tentations pour vous retenir pendant des heures à regarder leurs milliers de livres, ils vendents même des boissons froides à l'intérieur du magasin! Bien que la rue St-Denis soit connue pour ses nombreuses librairies célèbres, il faut d'abord chercher à 455 Maisonneuve et au Palais du livre. L'administration du Palais du livre acceptera vos chèque de voyageurs et vos cartes de crédit.

Mme Susan Redd, professeur de français à Mount Vernon High School, à Mount Vernon, Washington nous envoie beaucoup de renseignements captivants sur Expo 86, qui a lieu présentement à Vancouver en Colombie Britannique. Elle écrit:

VISITER LE MONDE...
VISITER VANCOUVER!

Du 2 mai au 13 octobre 1986, Vancouver accueillira le monde entier pour son exposition internationale, l'EXPO 86. Les thèmes seront le transport et la communication. Plus de quarante pays ont confirmé leur participation, y compris sept régions francophones: Le Québec, la Côte d'Ivoire, la Suisse, la France, Le Canada, la Belgique, et le Sénégal. Si vous avez manqué Ramses II à Montréal, la même exposition sera à Vancouver (et gratuite aux participants). Pour des dépliants sur l'EXPO 86 ou les prix, contactez:

EXPO 86 Group Sales
1611 - 116th Avenue NE
Bellevue, WA 98004 - USA
Tél. 206/462-1986

ou au Canada, spécifiez que vous désirez des renseignements en français ou en anglais:

EXPO 86
Case postale 1800 - Succursale A
Vancouver, BC V6C 3A2 - Canada
Tel. 604/660-3976.

Madame Redd nous envoie aussi des renseignements sur divers congrès:

CONGRES INTERNATIONAL

Vancouver accueillira un congrès international d'éducation et de technologie du 22 au 25 mai 1986. On attend 10,000 délégués du monde entier pour examiner l'impact des nouvelles technologies sur l'éducation, la culture et la société. Carl Sagan et David Suzuki seront parmi les nombreux conférenciers du Congrès international. Pour recevoir le programme de 40 pages (un programme bilingue), écrivez à:

Marie-Catherine BERGER, Administratrice du congrès
Congrès international d'éducation et de technologie
l'Association des commissaires d'écoles de Colombie-Britannique
1155 - 8th Avenue West
Vancouver, BC V6H 1C5 - CANADA

CONGRES AU CANADA

Le congrès national de l'American Association of Teachers of French (l'AATF) aura lieu du 7 au 11 juillet 1986 à l'Hôtel de la Reine Elisabeth à Montréal. Des ateliers seront offerts les 7 et 11 juillet, et les sessions commenceront également le 7. Un accord spécial avec Air Canada offrira option d'un vol bon marché aux participants, mais ce sera tout à fait facultatif, a confirmé le président Philip Steward le 14 janvier. Le prix des chambres (simple ou double) sera $89 (Can.) ou $67 (US). Des details sur les presentations seront publiés dans le **Bulletin national** de l'AATF ainsi que la **French Review**. Pour d'autres renseignements, contacter l'AATF à l'University of Illinois, 57 East Armory Avenue, Champaign, IL 61820; tél. 217/333-2842.

Merci à Mme Redd, diplômée de l'Institut Français-Canadien sur la Langue et la littérature 1985 (SUNY-Plattsburgh) pour toutes ces informations.

preparing to teach the new
SOCIAL STUDIES
curriculum in new york state

• • • •

an intensive two week, three credit workshop designed to help teachers improve social studies instruction within the context of the new 7-12 syllabi.

•

JULY 28 - AUGUST 18

SESSIONS ON:

social history, Latin America, Soviet Union, integrating Canada and Mexico, video and computer technology in the social studies classroom, writing effective teaching strategies, and more.

Two weeks on the modern campus at SUNY Plattsburgh near the shores of Lake Champlain.

For application details contact: Dr. Nick Troisi, Dean, Professional Studies, Hawkins Hall, SUNY Plattsburgh, NY 12901. Phone: 518-564-3066

SEMINARS FOR TEACHERS THIS SUMMER IN VERMONT

The Canadian Studies program at the University of Vermont has announced two summer workshops on Canada for teachers. Participants earn graduate credit in either Education or Area and International Studies and the workshops are tuition free thanks to funding from a National Resource Center grant from the United States Department of Education. Here is what is being offered and who to contact for further information.

JUNE 30 - JULY 11
10th Annual ***Introductory Seminar-Workshop on Canada for Teachers***

An interdisciplinary, team taught Seminar-Workshop combining a focus on content and materials with teaching strategies.

JULY 14-25
6th Annual Advanced Seminar-Workshop on Canada for Teachers - HISTORY

An Advanced Seminar-Workshop combining content with a focus on materials and teaching strategies for various levels from a disciplinary point of view -- this year, history. Prerequisite: an Introductory Seminar-Workshop on Canada or its equivalent.

CREDITS: Each Seminar-Workshop can be taken for 2 or 3 credits as either an Education course or a College of Arts and Sciences, Area and International Studies course. Students desiring 2 credits must attend all morning sessions and two specified other sessions; those desiring 3 credits must attend all morning and afternoon sessions.

COST: No tuition is charged but there is a $30.00 registration fee for each Seminar-Workshop. Students will be expected to buy their own texts.

REGISTRATION INFORMATION: The registration fee is due at the time of registration, to take place as follows:

Introductory - June 30, 1986 - 9:00 AM - 301 Lafayette
Advanced/History - July 14, 1986 - 9:00 AM - Same

While preregistration is not necessary, we would appreciate knowing for planning purposes which seminar-workshop you plan to attend. A postcard to the following address would be appreciated: Seminar-Workshop on Canada for Teachers*, Canadian Studies Program, 114 Old Mill Bldg., University of Vermont, Burlington, VT 05404. **Please specify: Introductory, Advanced-History.*

TEACHING CANADA welcomes letters, articles of interest, or announcements from our readers. Material should be typed and double spaced. Advertisements for books, periodicals or other materials and supplies of interest to teachers of Canadian Studies are also welcome. RATES: ¼ page (½ column) $50; 1/8 page (¼ column) $25.

by Emily Castine

I was introduced to Canadian children's literature six years ago when I was attracted to Tundra's beautiful art-informational books. (Tundra Books is a small Canadian publisher which has an office in Plattsburgh). I became completely enthralled with these publications, and I have since spent a considerable amount of time reading, researching, and writing about this literature.

Living only five miles from the Canadian border, the Hemmingford (Quebec) Community Library soon became one of my favorite haunts. Its friendly volunteer staff acquainted me with a sampling of Canadian children's authors, and it was through this exposure that I quickly became a devotee of Canada's renowned illustrator of children's books, ELIZABETH CLEAVER.

Cleaver's brilliantly constructed collages introduced something new and unique to Canadian children's literature illustration. Her heavily textured monoprints and simple figures from linocuts, and her use of natural materials such as fur, evergreen branches and grass, in bold hues, create a visual delight for the reader. Her work reminds me of American Ezra Jack Keats and his drawings in such books as *The Snowy Day* and *Pete's Chair.* Their styles are similar in that they are bold, vivid and visually dynamic!

Three books of Cleaver's that I would highly recommend for inclusion in a core collection in elementary school and public libraries are single, illustrated Indian legends, simply and clearly retold by William Toye. They are: *How Summer Came to Canada, The Mountain Goats of Temlahem,* and *The Loon's Necklace.* The first explains how the warm season arrived in the "Land of the Maple Leaf." The intense reds and oranges burst from the pages of this tale. *The Mountain Goats of Temlahem* tells the story of how the goats take revenge on the Tsimshian Indians of British Columbia. Totem poles and mountain scenery form a dramatic backdrop for this legend. *The Loon's Necklace* is the explanation of why the loon has a white collar and markings on its back. The legend is recounted pictorially with a predomination of blues and greens. The pictures are collages put together with linocuts, torn paper, and paper cut-outs.

Other recommendations for purchase are: *The Wind Has Wings* and its sequel, *The New Wind Has Wings,* both collections of poems from Canada, compiled by Mary Alice Downie and Barbara Robertson and illustrated by Cleaver. One beautiful example in the latter volume is the poem, "Eskimo Chant," during the reading of which one feels the intensity of the cold on a winter's night through the gradations of blues assembled by Cleaver. Conversely, another poem, "There's a Fire in the Forest," is portrayed with scorching red-orange, artfully conveying the idea that "the whole world is burning!" This book of 82 poems on a wide variety of subjects is a real gem.

continued on page 9

CANADA'S FRENCH FACT

a winning essay by Kevin Walter

Canada is a nation in a unique situation. Dating back to the explorations of Jacques Cartier and John Cabot, Canada has had a significant population of Francophone Roman Catholics and Anglophone Protestants. Even though the French became a conquered people after their defeat on the Plains of Abraham, both groups shared political power almost equally for the remainder of the colonial period and into confederation. The French were protected in the sense that the continuation of their cultural traditions was guaranteed through the Quebec Act of 1774 and other similar decrees. While it is true that there were several conflicts, neither side had the power or numbers necessary to impose its views on the other. The election of Prime Ministers such as Wilfrid Laurier, a French Canadian, and Sir John A. Macdonald, an English Canadian, mirror this fact.

Through the twentieth century, however, due to a decrease in the birthrate among French Canadians and the large influx of English speaking foreigners, the French have been losing the relative equality of power which they once had with the conquering English. As a result of this growth in Anglophone power, organizations such as the Orange Lodge have advocated the assimilation of French descendants into Anglophone culture. Examples of this push include the cessation of bilingual education in parts of English Canada and the sole use of English as a working language by many Canadian corporations. In response, Quebec, the heart of French Canada, has threatened to leave the confederation. Protests, and isolated outbreaks of violence, including the "October Crisis," have also occurred, attacking Anglophone domination. Canada must, therefore, make a decision on how to deal with its French fact. The government must either ignore the demands of the French for special status and increase the likelihood of assimilation or create a framework within which French Canadians may maintain their own heritage.

The presence of a large French minority possessing a well developed culture in the midst of a predominantly English country has definitely caused a number of major problems which must not be overlooked. It has necessitated the outlay of a tremendous amount of money for the translation of all government publications, decisions, and actions into both French and English. It has taxed the school system of the nation by requiring duplication of services which are expensive enough in a unilingual setting. It has resulted in interprovincial trade problems due to communication difficulties at all corporate levels. Most importantly, however, it has prevented Canadians from achieving a true sense of nationhood. People are designated as either French Canadians or English Canadians and consequently are loyal only to their ethnic group and not to the nation itself. It was such a lack of unity which led to the Conscription Crises of World War I and II and which has caused Quebec to undermine the authority of the federal government by signing its own foreign treaties, particularly with France. It is on the existence of these problems which some Anglophones base their desire to assimilate the French. They maintain that by doing so Canada would become more united, more efficient, and more economically sound. It is true that assimilation would produce these beneficial results, but are they of the utmost importance? Is the creation of the state which assimilation would provide more beneficial to Canada than the contributions made by independent French culture?

The answer to these questions must be no. By creating the homogenous society which assimilation would provide, Canada would be giving up a large part of the vitality and innovation which makes it unique. It has been French Canada, for example, which has been the "watchdog" for Canadian culture and independence. In its fight to protect its Roman Catholic and French way of life, it has also fought consistently to limit American influence on Canadians. The precedent for this cultural independence was set as far back the colonial period when the colonies which now make up Canada refused the invitation by the American colonies to rebel against the English monarchy. They took this action largely due to the leadership of Lower Canada which is now Quebec. The French greatly feared the status which the predominantly Roman Catholic Canada would be forced to assume in the new, fledgling, Protestant country. By deciding to remain completely neutral during the war, French Canada can largely be credited for the fact that today Canada is an independent nation and not merely ten more United States.

Currently, the French, through the government in Quebec, lead the fight against free trade with the United States. The newly elected Premier of Quebec, Robert Bourassa, for example, has pledged to fight Ottawa on the issue of free trade. He believes that Quebec should be able to disallow any trade agreements which would harm the province. His resistance to free trade stems from the possibility that American influence or control of Canadian markets could destroy less developed, indigenous Canadian or Quebec businesses. A large American economic presence could also lead easily to an increase in the infiltration of American mass culture and the loss of Canadian identity. In effect, therefore, free trade could turn Canada into a carbon copy of the United States and it is against this outcome which the province of French Quebec fights. While it is true that Canada-U.S. free trade may indeed not bring about this result at all and may be completely helpful to all of Canada, the presence of a doubting, critical Francophone population has at least prevented Canada from acting without due consideration of all the factors involved.

The value of the French fact in Canada is not limited to protection from American hegemony, however. French culture and traditions have played a vital role in shaping many of the attitudes and laws which govern all of Canada. The policies of loose censorship in broadcast media adopted by the Canadian Broadcasting Corporation and other similar Canadian agencies are very similar to those of France. Large sections of Canadian Law are also developed from French

precepts and in particular from the French precept which states that a man is guilty until proven innocent; the exact reverse of the British or American view on the subject. The sections of Canada's law which are affected by these precepts include, among others, the Canadian Charter of Rights. The Charter provides for numerous social services to citizens, including guaranteed medical services and education, but because of the influence of these precepts, neglects to enumerate any of the rights of an accused criminal. The hardline policy toward the accused adopted from the French has also given the Canadian police wide ranging authority, including the ability to use wire taps, open private mail, and other similar measures. All of these developments are significant descendents of French and not English traditions which were present in colonial times.

A number of other significant cultural contributions have also been made to Canada by the French. The cities of Montreal and Quebec City are considered among the gastronomic capitals of North America. Within Montreal alone there are 5,000 restaurants, 300 of which received the GUIDE MICHELIN's top rating. These restaurants have combined traditional French cooking with continental innovations to form a distinct French Canadian cuisine. The sport of Hockey, which was popularized in Quebec and then spread to the rest of Canada and the United States, also rates as a major French Canadian cultural contribution. Presently, hockey has gained enough popularity that it rates second only to basketball as the most popular winter sport in North America. French historical architecture and landmarks are distinctly unique in North America. Quebec City, for example, is the only walled city in North America and contains the beautiful *Chateau Frontenac* to which tourists flock annually. Even a number of significant literary works have been created by French Canadians. Richard Lemelin, for example, is famous for his works dealing with Canada's city life and is acknowledged as one of Canada's most successful authors. By remaining independent, therefore, the French culture has been able to produce a number of important works and ideas that have benefited all of Canada and which probably would not have been produced had French culture been assimilated.

In 1953, Canadian publishing executive Campbell Hughes said the following:

> A Canadian is someone who drinks Brazilian coffee from an English teacup and munches a French pastry while sitting on his Danish furniture having just come home from an Italian movie in his German car. He picks up his Japanese pen and writes to his Member of Parliament to complain about the American take-over of the Canadian publishing business.

It is this diversity of culture which makes Canada unique. Canada is the only nation in the world whose identity is defined by a cultural mosaic instead of by an easily defined single image. By assimilating the French into English Canada, the largest minority piece of this mosaic would disappear and with this disappearance would go much of the political, economic, and cultural innovation which Francophone influence has produced for Canada. Canada can not afford, therefore, to lose its valuable French fact at any cost. Canada's government and people must cease their pressure on French Canada to meld into Anglophone culture and start to protect the culture and heritage of the Francophones for the benefit of all Canada.

Kevin Walter is a senior at the Beekmantown Central School, near Plattsburgh. During his high school career, Kevin was an outstanding runner on both the cross country and track teams as well as an outstanding scholar. He participated actively in the Harvard Model UN and on the school's Scholars for Dollars team. He will attend Williams College in the fall.

ESSAY CONTEST from page 1

A listing of the winners, their schools and sponsoring teachers follows.

First Prize — Kevin Walter, Beekmantown Central School, Beekmantown, New York. Teacher: George Sherman. *Second Prize* — Ronald Wheeler, Barker Central High School, Barker, New York. Teacher: Toby Johnson. *Third Prize* — Michael Vatch, Yeshiva Rabbi Hirsch High School, New York, NY. Teacher: Richard Schweidel. *Honorable Mention* — Ragini Mehta, Bronx High School of Science, Bronx, New York. Teacher: Richard Schweidel. *Honorable Mention* — Jennifer Miller, Stuyvesant High School, New York, NY. Teacher: William Bernstein. *Honorable Mention* — Sue Klein, Beekmantown Central School, Beekmantown, New York. Teacher: George Sherman. *Honorable Mention* — Jonathan Fink North Shore High School, Glen Head, New York. Teacher: A. Rabin-Havt. *Honorable Mention* — Moira McKenna, Gates-Chili High School, Rochester, New York. Teacher: Bonnie-Anne Briggs. *Honorable Mention* — Tanya Mehlman, Stissing Mountain Junior High School, Pine Plains, New York. Teacher: Oliver Orton.

BOOKS from page 3

A native of Montreal, Cleaver was educated at Sir George Williams University (now Concordian University) and the Montreal School of Art and Design. She also studied at a college in Hungary for three years. It was in her early 30's that she first underwent cancer surgery. Undaunted, she went on to illustrate twelve books, three of which she authored herself. In 1971, she won the first Amelia Francis Howard-Gibbon Medal awarded by the Canadian Association of Children's Librarians for outstanding illustration. She also received other awards for her art work. Cleaver truly made her mark as one of Canada's greatest illustrators of children's books. Sadly, Elizabeth Cleaver died an untimely death from cancer last summer at the age of 46. Long will she be remembered for her vibrant collages!

TEACHING CANADA
SPRING 1986 volume 4 number 3
Published three times each year by the Center for the Study of Canada at the State University of New York, Plattsburgh.
EDITORS: Richard Beach, George Sherman and Jeanne Kiesner
CONSULTANTS: Madeleine Dufour, Christine Turrone and Thomas Page

a backgrounder for teachers

What is it all about? What are the prospects?

by Prem Gandhi

On April 22, 1986, the powerful Senate Finance Committee in the U.S. Congress voted to proceed with free trade talks between the United States and Canada on the "fast track." Under this arrangement, the Senate may only accept or reject a negotiated trade treaty instead of being able to make time-consuming amendments which, in turn, would have to be brought to the bargaining table. (See Canada Update, page 12.) While the actual talks and negotiations have yet to begin, the event was greeted enthusiastically in Canada where the Conservative government of Prime Minister Brian Mulroney took a deep sigh of relief. In the United States, except among serious students of U.S.-Canadian economic relations, the news hardly caught any attention.

This event points to the degree of importance and the difference in perception that the two countries attach to the upcoming talks and negotiations on free trade. While the two countries are each others biggest customers and their combined trade is the largest in the world, the reality is that to the U.S., the importance of international trade to the total economy is considerably less than it is to Canada. Free trade with Canada would not add much to the U.S. economy, but is a part of our overall strategy to reduce world-wide trade restrictions. For Canada, international trade is necessary for its survival as an efficient and vibrant economy; free trade with the U.S. would give it an open access to its largest customer and the richest market at its doorstep. Free trade with the U.S. is what the Canadian economy is all about.

THE VOLUME OF CANADA-U.S. TRADE

Figures for 1984 show that Canada exported goods worth $112.1 billion (Canadian dollars) of which 76.3 percent (or $85.5 billion) went to the United States. It imported $91.5 billion worth of goods, of which 72 percent (or $65.8 billion) came from the United States. Canada in 1984 enjoyed a surplus of $19.8 billion in merchandise trade with the United States. Preliminary figures for 1985 suggest a continuing surplus of $20.5 billion with the United States, with exports of $94.7 billion (78.8 percent of the total exports of $120.1 billion) and imports of $74.1 billion (72 percent of the total imports of $103.3 billion).

Similarily, the United States exported $218.7 billion (U.S. dollars worth of goods in 1984). Of this total, 25 percent or $53.8 billion went to Canada. It imported goods worth $331.8 billion in 1985 of which $68.3 billion or 21 percent came from Canada. Both in terms of exports and imports, Canada is the single most important country for the United States. Also interesting is that while U.S. sales to Canada have shown only a modest proportional increase during the past 25 years (67 percent in 1960 to 72 percent in 1984). U.S. purchases from Canada have increase dramatically from 53 percent in 1964 to 76.3 percent in 1984. This increase in Canadian exports to the United States is a reflection of Canada's increasing strength and industrial maturity in the past 25 years as well as the growing integration between the two economies. Trade between the two countries has developed and expanded due primarily to the lowering of tariff barriers and free trade in particular industries such as automobiles and automotive products.

Among the principal Canadian exports to the United States are vehicles and parts, minerals, agricultural products, petroleum products, natural gas and forest products. Its principal imports from the U.S. include vehicles and parts, manufactured goods, industrial machinery, agricultural machinery, and chemical products. Within the realm of products, such as vehicles and parts, which flow both ways, Canada has generally enjoyed a surplus (more than $2 billion in 1984). Lately, the flow of Canadian lumber to the United States has become a contentious issue because Canada has been able to capture about a third of the U.S. lumber market, costing our industry an estimated 50,000 jobs in the pacific states within the past six years.

TRADE RESTRICTIONS BETWEEN CANADA AND THE U.S.

Even though Canada had over $150 billion (Canadian dollars) two way trade with the U.S. in 1984 and also though the two countries are economically interdependent, almost one third of their trade is subject to some form of trade restrictions. Among the most noticeable are the tariffs that exist on the flow of these goods.

Prem Gandhi is an associate of the Center for the Study of Canada and Professor of International Economics in the School of Business and Economics, SUNY Plattsburgh.

Prior to the Tokyo Round of multilateral tariff negotiations in 1979, the average tariff rate on dutiable imports coming from the United States was 15 percent; but the rates ranged from 9.2 percent on non ferrous metals, to 25.4 percent on clothing. On the other hand, United States levied an average duty of only 6 percent on imports from Canada.

By 1987, as a result of the Tokyo negotiations, almost 80 percent of Canadian goods would enter duty-free in the United States while 65 percent of the U.S. products would be duty free in Canada. The average tariff trade rate in Canada will decline by almost 50 percent (i.e., from 15 percent to 8-9 percent). The average U.S. tariff will be in the vicinity of 4.5 percent. Looking at the situation in a different way, of the top 20 industrial products imported from the United States to Canada, only 5 will have a tariff rate of 10 percent or higher in 1987 as compared to 19 in 1979. Among the products which will undergo reductions in Canadian tariff are office equipment (including computers), consumer electronics, paper, electrical apparatus, musical instruments and drugs. At the same time, the average U.S. tariff of 4.5 percent could easily be offset by exchange rate fluctuations, giving the bulk of Canadian industries a virtual open access to the U.S. market.

Aside from the tariff barriers, all international trade is subject to non-tariff barriers (NTBs). Among NTBs are the issues of subsidies, quotas, government procurement programs, buy U.S. (Canadian) preferences, and more recently, the countervailing duty laws and escape clause provisions that have threatened the U.S.-Canadian trade in lumber, steel, copper, etc. Industries in both countries are putting pressure on their respective governments to take steps in eliminating such discriminations as they proceed to free trade negotiations.

ISSUES OF FREE TRADE BETWEEN CANADA AND THE UNITED STATES

In their long history of trade and economic relations, the idea of free trade between Canada and the United States is neither new nor novel. The issue dates back to the mid 19th century when Canada and the United States signed the 1854 Reciprocity Treaty which established reciprocal duties on nearly all products of farm, forests, mines and fisheries that were traded between the two countries. Contrary to the popular impression, it was the U.S. that forced Canada to abrogate this treaty in 1867 when we unilaterally raised tariffs to encourage industrialization in the country. Ever since, the issue has been regularly raised on both sides of the border, though more frequently in Canada than in the U.S. -- culminating in the first trade agreement for the automobile industry in 1965.

As we have seen earlier, more than two thirds of the goods traded between the United States and Canada have no restrictions at present as a result of the following factors--multilateral tariff reductions since 1945, the powerful interdependence of the two economies and the bilateral agreements such as the Auto Pact. The current discussion on free trade, therefore, should be viewed within this framework.

Free trade would involve unrestricted flow of goods between Canada and the United States, though both countries would maintain their individual tariff structure relative to the rest of the world. A free trade association should be distinguished from the Common Market where all member countries have a common external tariff against the non-member countries. Notable examples of free trade associations in the world today are those of the European Free Trade Association (EFTA, not the European Common Market), and the Latin American Free Trade Association (LAFTA). Sectoral free trade, on the other hand, refers to duty free trade on only certain goods or category of goods or an industry. Examples of sectoral free trade are the current Canada-U.S. Auto Pact, and the European Coal and Steel Community which was a predecessor of the European Common Market.

One of the main problems with free trade associations and sectoral free trade has to do with the "rules of origin." Since in both cases, the countries maintain their individual tariffs against non-members, imports from the rest of the world could enter the free trade region from the low-tariff countries. In other words, if the United States and Canada were to form a free trade association with individual external tariffs which were lower in the United States than in Canada, it would be possible for a Japanese Computer Company, for example, to enter the U.S.-Canadian free trade region via the United States. Having paid lower duties to the United States, Japanese imports could enjoy a free trade status and move to Canada. To prevent such back door maneuvers, the United States and Canada would have to develop administrative and costly customs procedures requiring all goods moving between them to have "certificates of origin." Sectoral free trade suffers from the additional problems of identifying those sectors or industries where both countries would gain and the non-appropriateness of partial free trade under GATT rules. However, a Trade Policy Review in Canada in 1983 recommended Sectoral Free Trade as a most viable policy for that country to pursue in its trade relations with the United States. In fact, the Review identified several sectors to implement this recommendation including steel, urban mass transit, agricultural equipment, computer services and informatics, petrochemicals, textiles and clothing. The two governments established joint working groups in the first four sectors while the U.S. government also identified forest products, cosmetics, furniture and alcoholic beverages for future discussions.

With the change of government in Canada in 1984 and as a result of the Shamrock Summit between Canada and the United States, President Reagan, on December 19, 1985, notified the Congress of his intention to begin talks on free trade with Canada. The Senate Finance Committee vote on April 22 to put talks on "the fast track" cleared a major hurdle for the Reagan Administration to pursue negotiations with Canada within one month (the talks began on May 21).

Canada views free trade with the United States as the most logical policy to pursue with its largest trading partner. Free trade will give its industries the

security of access to the U.S. market. Generally speaking, Canada estimates that a 10 percent reduction in its exports to the United States would cost the country about 250,000 jobs. The protectionist measures contemplated by the U.S. Congress last year would have threatened $6 billion in exports, or 146,000 jobs in Canada. It bears repeating, therefore, that exports are the life blood of the Canadian economy.

EFFECTS ON CANADA

Free trade with the United States would mostly affect the Canadian manufacturing sector. Canada's primary sector including its agriculture, forest, fisheries and mining exports is already quite competitive in the world market and it virtually imposes no tariff on imports of such products. In fact, the bulk of Canadian investment abroad is made by companies that have the competitive and financial muscle in the primary sector. So the arguments for and against free trade are made in relation to its manufacturing.

The Canadian proponents of free trade argue that increased efficiency will be an important result since manufacturing activities are most affected by the size of the market which in Canada is 1/10 of the United States (25 million Canadians against 250 million in the U.S.). Relatively small production runs in Canada producing the same products and brands as those available in the United States make per unit costs and, hence, prices much higher. At the same time, the Canadian tariffs provide a sheltered environment to the Canadian industries which make productivity increases and incentives irrelevant. This makes the manufacturing sector still more inefficient in the global market place. Therefore, with a secured access to the U.S. market due to free trade, Canadian manufacturers would be able to make the necessary long run commitment to increase productivity by investing in research and development and in efficient plants and equipment. At the same time, an agreement with the United States would relieve for the Canadian exporters the regular anxiety of protectionists measures that crop up in the U.S. Congress from time to time and their exposure to the NTBs in this country.

However, the opponents of free trade, mostly concentrated in Ontario, point to the increased vulnerability of the Canadian manufacturing sector against the more efficient and competitive United States giants. They fear the worst for Canada in such an arrangement. This leads them to conclude that the bulk of the manufacturing sector will be wiped out, forcing Canada to a position of "hewer of wood and drawer of water." At the same time, there would be a flight of capital for investment from Canada back to the U.S. since the *raison d'etre* of their existence (i.e., tariff) would no longer exist in Canada-United States trade relations. They point to the fact that almost 55.8 percent of Canadian exports to the U.S. are parent-subsidiary transactions which are subject to administrative decisions rather than market conditions. In such a case, the whole issue of free trade is irrelevant. Such economic nationalists are joined in this debate by political and social critics who fear for the loss of Canadian identity and a separate political entity in any free trade agreement with the United States.

The empirical evidence, however, does not support the latter scenerio. The Canada of today is a far cry from the Canada of the 1950's and 1960's, or for that matter of the 19th century when such arguments were persuasive in forging an anti-free trade consensus in the country. The Canadian manufacturing sector is well entrenched and highly developed today. It is facing multinational tariff cuts and has to adjust to the post 1987 world conditions and competitive pressures. The increase in the manufactured products from 29 percent of the total in 1980 to 42 percent in 1984 attests to the increasing sophistication of the Canadian manufacturing sector. In fact, the industry fears that Canadian tariffs are not high enough to offset the higher cost to produce only for the Canadian market. It needs a North American market to realize its potentials. And, there is no reason to suspect that the free trade arrangement will adversely affect the flow of capital and technology from the United States. The auto industry is a strong case in point where investment expansion and technological changes have continued to occur as a result of the Canada-U.S. Auto Pact.

Moreover, the single most important fact of free trade is the increased rationalization that would come to the Canadian manufacturing sector. Canadian industries will be forced to abandon inefficient products and produce more efficient ones and/or concentrate on fewer products and components to establish a North American market. It has been estimated that because of rationalization, labor productivity will rise by 33 percent and production runs will increase by 67 percent. Total employment in manufacturing would rise by 12 percent and trade volume would double, due to a free trade situation.

Output in manufacturing will rise in all industries with the exception of leather, furniture and fixtures, and machinery. The clear winners would be in transportation equipment, paper and allied products, rubber and plastics, primary metals, chemicals and metal fabricating. Thus, the winners would offset the losers in Canada under a free trade arrangement with the United States.

EFFECTS ON THE UNITED STATES

Though the stakes for the United States in free trade negotiations may not be as high as for Canada, the fact still remains that the United States economy has undergone a tremendous structural change since the mid 1970's. It is not only that the U.S. economy suffered a $140 billion trade deficit in 1985 but that $108 billion was in manufactured goods. Since 1981, the United States has lost 2 million jobs in manufacturing, mostly because of the competitve disadvantage with Japan, Western Europe and the newly industrializing countries. Therefore, any steps undertaken to resolve the trade imbalances would include the discussion on free trade, world wide and/or regional.

Canadian tariffs are among the highest of any of the major industrialized countries including the trading partners of the U.S. While it is true that the U.S. market is 10 times larger than that of Canada and that any

reduction in tariffs between the two countries would favor Canada more than the U.S., the fact is that free trade would not be insignificant to this country. Because of the huge bilateral trade between the two countries and the close integration of the two economies, the United States would welcome the opportunity of exporting more to Canada since Canadian tariffs are currently a barrier to the U.S. At the same time, the bilateral free trade arrangement would result in the reduction or elimination of the NTB's in Canada, provincial barriers or preferences, unfair export subsidies, and Canadian federal and provincial investment policies, all of which would have a substantial impact on United States companies and the export of goods to Canada.

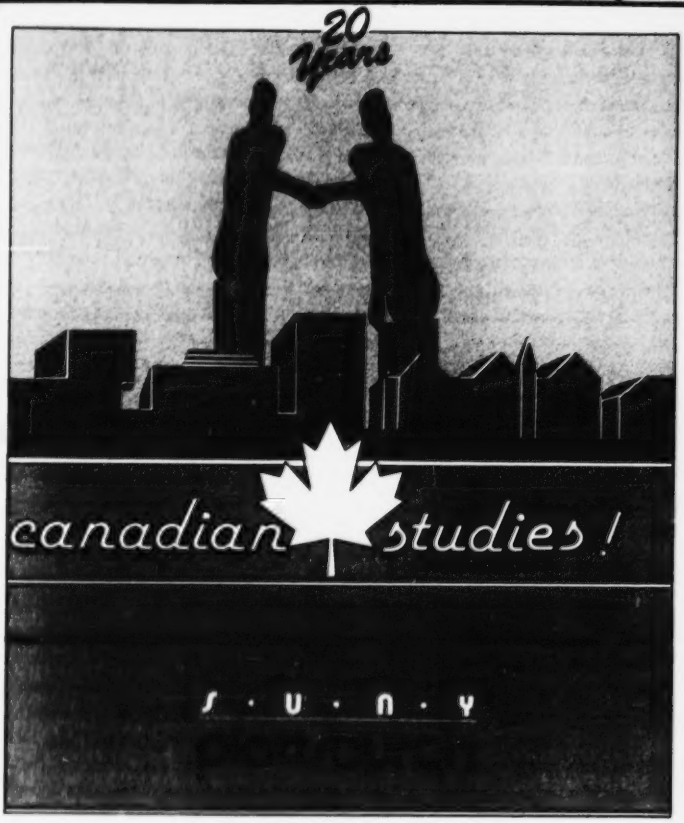
PROSPECTS FOR FREE TRADE

The history of United States-Canadian trade relations and especially the issue of bilateral free trade is clouded by disappointments and by false expectations that have occurred in the past. The dismantling of the 1854 Reciprocity Treaty in 1867 was followed by the erection of tariffs in the United States and the development of a nationalist agenda in Canada. In 1911, when the two countries did succeed in negotiating another reciprocal trade agreement, the Canadian voters said no by defeating the ruling Liberal Party in an election held soon thereafter. Even the sectoral free trade arrangement on automobiles has increasingly drawn bitter criticism from the United States Congress, especially as our trade deficit increases. Tariffs in Canada have been looked upon as contributing to the industrialization of that country and as forging a "national identity." In the United States, the principal preoccupation is with its trade imbalance with Japan and other countries of the pacific rim and Western Europe. So, the negotiations for free trade between the United States and Canada involve different perspectives, objectives and concerns and will not likely be smooth despite the goodwill "at the top" and among the people in general.

For Canada, the stakes are much higher in view of the role that international trade plays in its economy and the predominance of the United States in its economic life. The effects of free trade are also going to be more disruptive to its manufacturing sector and therefore, more attention would have to be given to provincial, regional and nationalistic concerns. Canada in a sense would be negotiating two treaties--external with the United States and internal within itself. On a more positive note, a considerable flow of benefits to Canada would emerge from free trade. In fact, one study has put the cost-benefit ratio to Canada at 1:62.

The United States, on the other hand, would have to feel that a free trade arrangement with Canada would give it some world-wide leverage in negotiating for multilateral tariff reductions. Both countries would have to work out the "rules of origin" and the "phasing in" of free trade. But they have been worked out before. Let us be optimistic and assume that a mutually satisfactory agreement can and will soon be reached because I believe that all will benefit in the end.

• • •



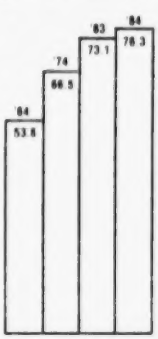
OCTOBER 16-18, 1986

Canadian film festival • a performance by the Toronto Dance Theatre • Canada exhibits • • speech by Ambassador Allan Gotlieb • a conversation with Pierre Trudeau, and more!
JOIN US IN PLATTSBURGH THIS FALL!

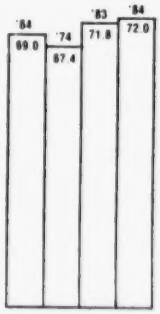
DID YOU KNOW?

Canada's trade balance with the United States was a surplus of $19.8 Billion in 1984 compared to a trade deficit of $715.4 Million twenty years ago (Canadian dollars)

% of Canadian exports going to the United States

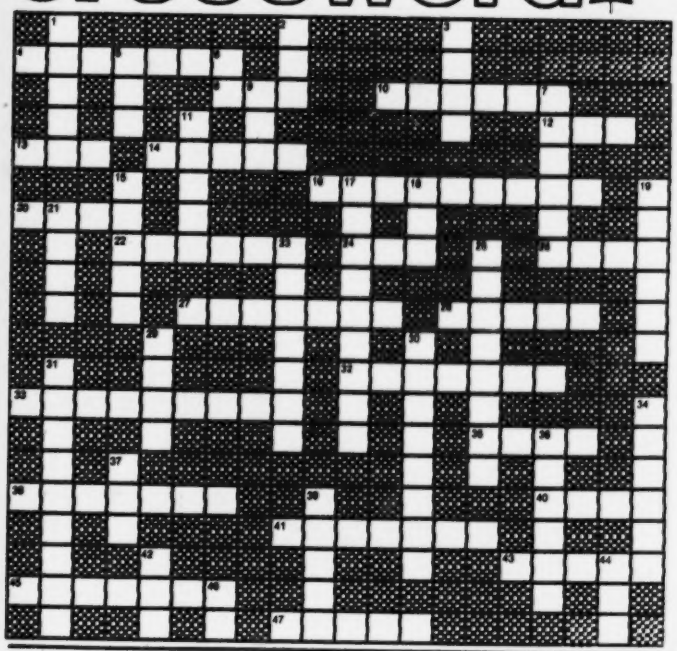


% of Canadian imports coming from the United States



Source: Deprtment of External Affairs and the Montreal Gazette, October 2, 1985.

crossword



ACROSS CLUES **NUMBER 3 - HISTORY**

4. Canada's Ambassador to the United States
8. Transcontinental railroad completed in 1885 (abbr.)
10. River in British Columbia named after an explorer and fur trader
12. Quebec _____, important legislation passed by Britain in 1774, giving French Canadians basic rights
13. Color in the flag of Canada
14. Treaty of _____; passed in 1763 which ceded most of French North America to the British
16. A lake in Eastern North America on which a decisive battle during the War of 1812 was fought
20. Port in France from which Cartier sailed in 1534; St._____.
22. One of the four provinces to join confederation in 1867.
24. The Canadian Broadcasting Corporation (abbr.)
26. Seven (Fr.)
27. Canada's First French Canadian Prime Minister
28. Indian people who lived along the St. Lawrence River when Cartier arrived
32. French Canadian of New Brunswick
33. Explorer for whom a major Canadian river is named
35. North (Fr.)
38. The name of this Ontario city was originally "York"
40. Large dog; a Great _____
41. Grassland animal whose image is on the flag of Manitoba
43. Original European discoverer of Newfoundland
45. The only Canadian ever to win the Nobel Peace Prize (1956). He later became Prime Minister.
47. Native peoples in the Canadian north

DOWN CLUES

1. British General who defeated the French at Quebec City in 1759
2. Trade in this commodity was a major incentive in the settling of New France
3. Ile St. _____; original French name for Prince Edward Island
5. Lake (Fr.)
6. Canada's westernmost province (abbr.)
7. Helped to bring Canadians closer together before the television age.
9. Canada's smallest province (abbr.)
11. Large peninsula in eastern Quebec where Cartier landed in 1535 on his way up the St. Lawrence.
15. Head-hugging, knitted cap popular in French Canada
17. Original Indian name for Montreal
18. Montreal urban community (abbr.)
19. This Canadian city was originally called Bytown
21. _____ rain; a major concern of Canadians and a thorn in the Canada-U.S. relationship
23. French explorer who first discovered the St. Lawrence River
25. "Je me _____; motto of Quebec province
29. Led Métis rebellions on the Canadian prairies
30. French Canadian leader of the 1837 rebellion
31. Canadian city in the far west named for a British explorer.
34. The old name for Northern Quebec; _____'s land
36. One of Canada's original canals (passes through Ottawa)
37. Good (Fr.)
39. A northern region of Canada where gold was discovered in the late 1800's
42. East (Fr.)
44. Rock containing a mineral or metal resource
46. Province which contains the second highest proportion of French Canadians (abbr.)

ANNOUNCING THE WINNERS IN THE TEACHING CANADA PHOTO CONTEST

TEACHING CANADA is pleased to announce the winners of the 5th photo contest. We are most encouraged to report that the largest number of entries ever were received. Also, we have a winner from outside of New York State (from the state of Washington!) for the first time. We thank all students who entered the contest and all teachers who encouraged the students to participate.

The first four entries randomly drawn who correctly identified the symbol as the fleur de Lys (Lis), the flower of Quebec province, were:

Jason Matta, Grade 5, Thornhill Road School, Pittsford, New York (Mrs. Kessler).

Laura Dicke, Grade 5, Overlook School, Poughkeepsie, New York (Mrs. Turrone).

Aaron Porletti, Grade 5, Indian Landing School, Rochester, New York (Mrs. Deane).

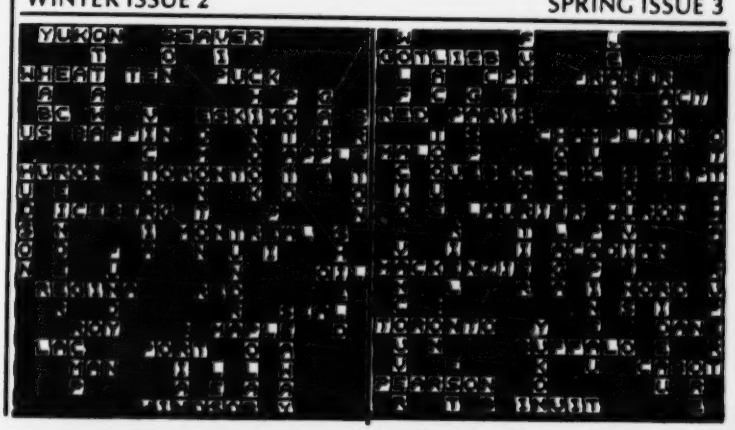
Kent Sarkinen, Grade 5, Hockinson Heights School, Brush Prairie, Washington (Mr. Lloyd).

Each of these students has received an attractive picture book on Canada. Congratulations Jason, Laura, Aaron, and Kent.

NOTE TO TEACHERS: The next contest will appear in the fall issue. Soyez prêt.

CROSSWORD SOLUTIONS

WINTER ISSUE 2 SPRING ISSUE 3



review of materials

CANADA: ITS LAND AND PEOPLE is a *colourful* textbook that *centres* on the country's geography and culture. Published by a Canadian company (Reidmore Pocol Enterprises Ltd. 1986) and written by Dr. Donald Massey, the book is designed for use by elementary school students in Canada. The question is whether it would also be useful for American students who study about Canada's land and people.

The book consists of eight units of information organized according to regions of Canada (Prairie and Plain, Canadian Shield, Great Lakes, etc.). Within each unit, students are informed of the landscape, people, transportation links, and central places of the region.

It relies primarily on attractive maps, charts, pictographs, photographs and drawings, and has an overly simplified text. Although its Bormuth-scaled Readability Index is 50.2, or about the fourth grade reading level, the concepts are not developed in depth. Questions accompany the graphics and the text, but teachers using this textbook in the United States would need to modify them. ("Who is the premier in your province?") Periodically, the book presents "A Problem to Ponder" with cartoon type characters who state opposing opinions. "Should logging be allowed in Canada's National Parks?" "Should northern rivers be damned to make electricity?" (Should these issues be pondered by students in the United States?)

Because of its many graphics, this book would be a useful resource for American teachers of Canadian Studies, but it is probably not appropriate as a textbook for American students at the elementary level. With an occasional reference to an undefined term like "snooker" and the differences in spelling, **CANADA: ITS LAND AND PEOPLE** is more than *flavoured* with Canadiana. It was written to unite a country by educating young Canadians about other Canadians, and about the land that kept them apart.

C.T.

• • •

For instructors preparing to teach the new Grade 7-8 course in American and New York State history, the two volume text **CANADA, GROWTH OF A NATION** and **CANADA, THE TWENTIETH CENTURY,** deserves consideration. The two books, like the elementary text described above, are published in Canada for use in Canadian schools.

Although most American history texts published in the United States include the most obvious references to Canada's role in the shaping of our own nation, teachers who want to place the history of the United States in a true hemispheric context—and to encourage a Canada-awareness in the Junior High School—will find the American texts wanting.

The Fitzhenry and Whiteside books have a lively and extremely readable text. They are filled with attractive and useful graphics including charts, photos, cartoons, copies of original sources, maps, etc. Instead of chapters, the texts are organized into major units featuring manageable two or three page readings which center around a major historical event or understanding. A running time line at the beginning of each unit serves to maintain a chronological framework for each understanding. Each unit begins with a two page "advance organizer," a paneled series of illustrations summarizing the events which the students will be studying in the unit - an excellent device.

Of course, a built in quality of these Canadian texts is the perspective they bring to the historical Canada-United States relationship. Loyalists, the Revolution, the War of 1812 are all viewed, and reported, a little differently on both sides of the border. Comparing the treatment given to these and other subjects by textbooks written in each country can be a valuable exercise in the social studies classroom. Additionally, the very presence and use of a Canadian text in their classes cannot help but make American students more aware of Canada as a vital and significant neighbor in the hemispheric community.

***CANADA, GROWTH OF A NATION,** and **CANADA, THE TWENTIETH CENTURY.** ISBN 0-88902-199-6 and ISBN 0-88902-198-8. Hardcover, $17.95 each (Canadian). Teachers manual and "special student" guide available for Volume I. Fitzhenry and Whiteside, 195 Allstate Parkway, Markham, Ontario, Canada, L3R 4T8.*

G.S.

CANADA UPDATE from page 12

support of a majority of the members. The vote was 10 to 10!

The debate over the motion, however, provided committee members the opportunity to put Ottawa on notice as well. The message was one other American trade partners have heard before. The United States is willing to compete more freely in the international market place as long as all the players are on the same level playing field. Translation: government subsidized businesses have an unfair competitive advantage in international trade which will not be tolerated when their sales threaten American profits, and jobs.

The Canadian lumber industry is a case in point. According to the Coalition for Fair Lumber Imports, a Washington based lobby for the American Lumber Industry, Canada has captured about a third of the American lumber market thanks to artificially low prices charged by the provinces for wood cut on Crown (government owned) property. The Coalition claims that Canadian competition has cost Americans some 50,000 jobs over the last six years - many of them in Oregon, coincidentally the home state of Finance Committee Chairman Robert Packwood.

The well organized lobby almost succeeded in derailing the talks before they even got started, but intense pressure from the President managed to convince Senator Packwood to delay the crucial vote on the fast track proposal so that more voices could be heard. The delay made the difference.

Foreign Relations Committee Chairman Richard Lugar warned the Finance Committee against antagonizing such an important ally as Canada in order to register its displeasure with the President's desire to pursue the fast track approach. The powerful National Association of Manufacturers and thirteen other prominent business groups joined the chorus and demonstrated that not all American manufacturers oppose freer trade with Canada. In the end, even the Lumber Coalition dropped its opposition to fast track negotiations, recognizing that, in the long run, its interests will be better served with the White House as an ally when the negotiations begin.

G.S.

canada update

people and events making news in canada

MULRONEY, REAGAN MEET FOR SECOND SUMMIT

Prime Minister Mulroney and President Reagan met in March, as promised, for their second annual summit. It was the fifth meeting between North America's two most important Irishmen who, according to aids of both, have built a warm, personal relationship during the year and a half that Mr. Mulroney has been in office. The good feeling between the two leaders may have been a key factor behind the President's intense personal lobbying last month of the Senate Finance Committee as it considered a proposal which effectively would have sabotaged any hopes either side has for reaching a free trade agreement in the near future *(see article below)*.

Mr. Reagan's actions on behalf of free trade were consistent with his summit pledge renewing the administration's commitment to expeditious trade talks. The Canadians probably wish he was equally committed to dealing with acid rain. Once again, the summit produced more smoke than fire on the issue. Though the President's endorsement of a report calling acid rain a manmade pollution problem was hailed by Prime Minister Mulroney as a major breakthrough, Mr. Reagan did not commit his administration to do anything very promising about it. The report, commissioned at last year's summit and prepared by former Ontario Premier William Davis and American Drew Lewis, recommended a five year, five billion dollar program in the United States to find ways to control acid rain. President Reagan promised only to try to persuade the Congress to put up half the money; the rest would have to come from voluntary contributions from industry. The coordinator of the Canadian Coalition on Acid Rain was not as impressed as his Prime Minister. "It's just an exercise in public relations," Adele Hurley claimed in *Macleans*, "there's really nothing here."

The two leaders were on more solid common ground when it came to defense related issues. Prime Minister Mulroney used the summit as a stage from which to announce Canada's participation with Japan and several European countries in the construction and operation of a permanent, manned U.S. space station, and both men put their signatures to a five-year renewal of the NORAD military defense agreement.

Both announcements served to underscore once again the important supportive role each nation plays in the other's affairs. The importance of that relationship is the best argument for a continuing dialogue between the leaders no matter how disappointing the specific results may be to special interests on either side of the border who may have their own axes to grind. Relations between nations are always based in perceptions as much as in substance and no one is more influential than a nation's leader in shaping the perceptions. On this score, Mr. Reagan and Mr. Mulroney have excelled. Their amicable relationship has already paid dividends for Canada in the form of the President's personal and critical help in turning back the first protectionist attempt to scuttle the free trade talks—and some have suggested that Mr. Reagan's sensitivity to Mr. Mulroney's political problems at home had more to do with his statement on acid rain than any revelation he may have had on the subject itself. Mr. Mulroney will have many opportunities to return the favor. Canadian opponents of free trade have stepped up their efforts and have already affected public opinion polls on the issue; Canada-first organizations have begun sniping at the Prime Minister for his too-cozy relationship with the Americans and for his efforts to relax restrictions on foreign - mainly U.S. - investments in Canada.

In the end, public opinion in both countries will determine the fate of the initiatives being pursued by the two leaders. Both Brian Mulroney and Ronald Reagan appear to recognize that if the perceptions are positive, the substance will take care of itself.

G.S.

FREE TRADE SNAG

A procedural vote in the United States Senate Finance Committee has revealed a surprising degree of concern regarding a Canada-U.S. free trade agreement.

The committee had been notified by President Reagan in December that his administration was about to open free trade talks with Canada. According to a provision in a 1984 trade law, if the Finance Committee or the House Ways and Means Committee do not vote against the President's request within sixty days that Congress is in session, the talks may proceed on what is called "the fast track." An agreement reached as a result of fast track negotiations must be approved or rejected in its entirety by the Senate providing no opportunity for time consuming amendments, many of which would likely reflect parochial concerns of individual senators and have little to do with the larger national interest.

That idea did not sit well with many members of the Finance Committee who felt slighted by the administration's desire to bypass the senate during the negotiating process. A motion to oppose the fast track approach to a Canada-U.S. free trade agreement was proposed in order to send a message to the President. The Committee wants more input when it comes to negotiating away trade policies designed to protect American businessmen from foreign competition. The proposal was defeated when it failed to receive the

continued on page 11

U.S. POSTAGE
PAID
Permit No. 1
Plattsburgh, N.Y. 12901
non-profit organization